# DOCUMENTARY HISTORY

OF

# *EDUCATION IN UPPER CANADA*

## (ONTARIO)

1869,-71

Ministry of Education, Ontario
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# DOCUMENTARY HISTORY

OF

# Education in Upper Canada,

FROM THE PASSING OF THE

## CONSTITUTIONAL ACT OF 1791

TO THE

CLOSE OF THE REVEREND DOCTOR RYERSON'S ADMINISTRATION OF THE EDUCATION DEPARTMENT IN 1876

VOL. XXII., 1869-1871.

FORMING AN APPENDIX TO THE ANNUAL REPORT OF THE MINISTER OF EDUCATION.

BY

**J. GEORGE HODGINS, I.S.O., M.A., LL.D.**

OF OSGOODE HALL, BARRISTER-AT-LAW, EX-DEPUTY MINISTER OF EDUCATION ; HISTORIOGRAPHER TO THE EDUCATION DEPARTMENT OF ONTARIO.

*TORONTO:*

PRINTED AND PUBLISHED BY L. K. CAMERON,

Printer to the King's Most Excellent Majesty

1908.

Ministry of Education, Ontario
Information Centre, 13th Floor,
Mowat Block, Queen's Park,
Toronto, Ont. M7A 1L2

WARWICK BRO'S & RUTTER, Limited, Printers,
TORONTO.

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## PREFATORY NOTE TO THE TWENTY-SECOND VOLUME.

The question of improving the condition of the Grammar and Common Schools of Ontario occupied a great deal of public attention during the years 1869, 1870 and 1871. Not only were Drafts of School Bills, with expositions of their provisions submitted to the Government by the Chief Superintendent of Education, but the Public Press, the Members of Parliament and the Common and Grammar School Masters in their Annual Conventions discussed the provisions and details of these Bills. In several respects they were much more comprehensive in their scope and object than any former measures submitted to the Government by the Chief Superintendent of Education. They were, therefore, subjected to much more than the usual amount of criticism. That was particularly the case in the House of Assembly; so much so that the Attorney General regarded this criticism as so unappreciative of the superior character of the Bills and as so hypercritical that he withdrew both Bills from the House for the Session.

In the Public School Bill provision was made for the introduction of elementary science as a subject of study in the Public Schools, and, under its authority Regulations were proposed to be adopted by the Council of Public Instruction, fixing a high standard for the qualifications of Public School County Inspectors, so that hereafter inferior Township Superintendents could no longer be legally appointed to office. The standard of County Examiners of Public School Teachers was also raised, so that as Examiners they would be competent to decide upon the answers made by Teachers in regard to the teaching, discipline and management of schools.

In the Grammar School Bill, provision was made for the establishment of superior Classes of Grammar Schools to be known respectively as "High Schools," with at least two masters, and a higher grade still, to be designated Collegiate Institutes, or local Colleges, with at least six Masters, and an attendance of seventy boys learning Greek and Latin as well as the other subjects of a superior English Education. In fixing this as the standard for Collegiate Institutes we had fortunately not to theorize on the subject, as the Grammar School at Galt taught by Mr. William Tassie furnished just the ideal of such an Institution.*

These Bills when again submitted to the House of Assembly, after final revision, were sharply criticised by certain Members, led by Mr. Edward

*This reference recalls an amusing instance of a circumstance which occurred at a Committee Meeting of the House of Assembly, at which Doctor Ryerson and myself were present. A proposal had been made to strike out the standard conditions upon which Collegiate Institutes were to be establsshed, as quite too high, and, as a rule, unattainable in this Province. Having anticipated an objection of this kind, I had taken the precaution to bring with me to the Committee Meeting the then last Report of the Galt Grammar School. When, therefore, the Chairman put the question, which had been proposed, to strike out the high standard, which had been agreed upon, the Chief Superintendent interposed and requested me to explain the reason why we had adopted the high standard in the Bill. It was amusing to witness the change which took place among the Members when I made the desired explanation, and proceeded to read out the names of the six Masters in the Galt Grammar School and the standard number of Pupils in attendance. No change was made.

Blake, who delivered an elaborate speech on the subject, which he afterwards published in a revised form in a pamphlet. To this speech,—first as delivered, and afterwards as revised, the Chief Superintendent of Education replied in Letters addressed to Mr. Blake. However, none of the amendments proposed by Mr. Blake were adopted by the House of Assembly, so that the Bill passed as it had been prepared, with the exception of some friendly amendments which were made to it as it passed through the House.

I have inserted a carefully prepared exposition of the design and functions of the Normal School, and its practical influence, incidentally, on the character and mode of teaching in the Public Schools of the Province, by Doctor Sangster, its Head Marster.

Chapter V contains a detailed sketch of the history and progress of the Schools in the City of Hamilton, including its Primary Central and Grammar Schools, which may be regarded as illustrative and typical of the state and progress of Schools in the Cities, Towns and other educational centres of the Province.

Chapter XV contains an elaborate exposition of the Principles upon which the Educational Depository was founded and the Public objects it was designed to serve.

There are two documents of more than usual interest in this Volume. The one is an admirable and most comprehensive Address of the Reverend Doctor Nelles to the Ontario Teachers Association, of which he was President. It elicited a warm eulogy from the Chief Superintendent of Education, who said that he had read it over twice with increasing pleasure. The other Document is the Annual Report of the Reverend Mr. Mackenzie on the state and condition of the Grammar Schools in 1870. It is a highly suggestive and valuable paper. It and the Reports of the preceding Grammar School Inspectors were of great service to the Chief Superintendent of Education in the drafting of the High School and Collegiate Institute Bill.

A interesting Report written by the American Consul on the Education and Condition of the Indians in this Province will be found in Chapter XXII.

The usual full reports of the proceedings of the Churches on University Subjects will be found in their accustomed place in these Volumes.

J. GEORGE HODGINS,
Historiographer of the Education
Department of Ontario.

TORONTO, 19th January, 1908.

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# CHAPTER I.

## EDUCATIONAL PROCEEDINGS OF THE HOUSE OF ASSEMBLY, 1869.

*November 3rd, 1869.* This being the first day of the Third Session of the First Parliament of the Province of Ontario, His Excellency William Pearce Howland, C.B. Lieutenant-Governor, having taken his seat, was pleased to open the Session by the following gracious Speech, in which he said:—

Amongst the Measures which I have directed to be laid before you there will be found Bills for effecting certain improvements in the Grammar and Common School Acts of this Province.

*November 4th, 1869.* The Order of the Day having been read, for taking into Consideration the Speech of His Excellency the Lieutenant-Governor:—Mr. F. B. Cumberland moved, seconded by Mr. H. D. Smith, (Leeds), That an humble Address be presented to His Excellency the Lieutenant-Governor, to thank His Excellency for his gracious Speech at the opening of the Session; and further to assure His Excellency that we rejoice that His Excellency is enabled, on again meeting us, to congratulate us on the prosperous condition of the Province.

That we will give our careful consideration, amongst the measures which His Excellency has directed to be laid before us, to the Bills for effecting certain improvements in the Grammar and Common School Acts.

*November 8th, 1869.* The following Bills were severally introduced, read for the First time, and ordered for the Second reading on Wednesday next:—

Bill, (Number 2), intituled:—"An Act to amend the Grammar School Law of the Province of Ontario."—The Honourable M. C. Cameron.

Bill, (Number 3), intituled:—"An Act to amend the Common School Acts of (Upper Canada), Ontario."—The Honourable M. C. Cameron.

On motion of the Honourable M. C. Cameron, seconded by the Honourable John Carling, it was,—

*Ordered*, That there be printed three times the usual number of copies of the Grammar School Bill, (Number 2), and of the Common School Bill, (Number 3).

On motion of Mr. Archibald Kellar, seconded by the Honourable John McMurrich, it was,—

*Resolved*, That an humble Address be presented to His Excellency the Lieutenant-Governor, praying His Excellency to cause to be laid before this House, Copies of all Correspondence between the Office of the Chief Superintendent of Education and the Government, (not already brought down,) touching the Financial Administration of the Education Office; and the Expenditure, or application, of the Grants made for Education.

*November 10th, 1869.* A Petition was received and read:—Of the County Council of Leeds and Grenville; also of the Board of Public Instruction for the County of Grey, severally praying for certain amendments to the School Acts.

*November 11th, 1869.* On motion of Mr. J. McLeod, seconded by Mr. J. W. Williams, (Hamilton),—

*Resolved*, That an humble Address be presented to His Excellency the Lieutenant-Governor, praying His Excellency to cause to be laid before this House, Copies of all Correspondence since last Session of the Legislature, between the Chief Superintendent

of Education and the Government, respecting the contemplated changes in the Grammar and Common School Acts.

*November 16th, 1869.* The Honourable M. C. Cameron presented to the House by command of His Excellency the Lieutenant-Governor:—

Return to an Address to His Excellency the Lieutenant-Governor, praying that he will cause to be laid before this House, copies of all Correspondence, since last Session of the Legislature, between the Chief Superintendent of Education and the Government, respecting the contemplated changes in the Grammar and Common Schools Acts.

Also, the Annual Report of the Normal, Model, Grammar and Common Schools of Ontario for the year 1868, by the Chief Superintendent of Education.

*November 18th, 1869.* Petitions were received and read:—Of the County Council of Simcoe; also, of Mr. E. B. Beemer and others, of Norfolk; also, of Mr. C. Campbell and others, of Niagara; of the Board of Grammar School Trustees of Niagara; also, of the Township Council of the United Counties of Stormont, Dundas and Glengarry, severally praying for certain amendments to the School Act.

Mr. R. Christie moved, seconded by Mr. J. Carnegie, That a Select Committee be appointed to inquire into and report upon the endowment and utility of Upper Canada College, and its relation to our Educational System, to be composed as follows:—The Honourable Messieurs Cameron and McMurrich, Messieurs Coyne, Hayes, Craig, (Russell), Lauder, Beatty, McGill, Scott, (Ottawa), Carnegie, Rykert, Graham, (Hastings), and Christie.

Mr. J. C. Rykert moved, in amendment, seconded by Mr. M. Clark, That the names of Messieurs McKellar, McDougall, Clark, Sinclair, Lount, and Williams, (Durham), be added to the Committee. And Debate arising, the amendment was, with the leave of the House, withdrawn.

Mr. T. R. Ferguson moved, in amendment, seconded by the Honourable E. B. Wood, That the Committee be composed as follows:—The Honourable Messieurs Cameron and McMurrich, Messieurs Blake, Boyd, Carnegie, Christie, Coyne, Craig, (Russell), Crosby, Cumberland, Ferguson, Ferrier, Greely, Lauder, McDougall, McGill, Monteith, Pardee, Rykert, Scott, (Ottawa), Sinclair, Tett, and Williams, (Durham). And the amendment, having been put, was carried.

The original motion, as amended, having been put, it was,—

*Resolved,* That a Select Committee be appointed to inquire into, and report upon the Endowment and utility of Upper Canada College, and its relation to our Educational System, composed as follows:—The Honourable Messieurs Cameron and McMurrich, Messieurs Blake, Boyd, Carnegie, Coyne, Craig, (Russell), Crosby, Cumberland, Ferguson, Ferrier, Greeley, Lauder, McDougall, McGill, Monteith, Pardee, Rykert, Scott, (Ottawa), Sinclair, Tett and Williams, (Durham).

*November 19th, 1869.* The following Petitions were read:—Of the County Council of Lincoln; also, of Mr. James McCaffery and others, of Norfolk, severally praying for certain amendments to the School Act.

*November 22nd, 1869.* A Petition was received and read:—Of the County Council of Elgin, praying for certain amendments to the School Act.

The Honourable M. C. Cameron presented to the House, by command of His Excellency the Lieutenant-Governor:—

Return to an Address to His Excellency the Lieutenant-Governor, praying that he will cause to be laid before this House, copies of all Correspondence between the Office of the Chief Superintendent of Education and the Government, (not already brought down), touching the Financial Administration of the Education Office; and the Expenditure, on application, of the Grants made for Education.

(NOTE. This Return included Correspondence between the Education Department and the following Executive Departments of the Government:—1. With the Treasury Department, 65 Letters and Documents. 2. With the Public Works Department, 33

Letters and Documents. 3. With the Provincial Secretary's Department, 15 Letters and Documents. 4. With the Attorney General's Department, 2 Letters and Documents; or One hundred and fifteen Letters and Documents in all. By order of the House of Assembly, this Return was not printed. It deals largely with the details of the Expenditure of the Education Department).

*November 24th, 1869.* On motion of Mr. W. T. Hays, seconded by Mr. S. McCall, (Norfolk), it was,—

*Resolved,* That an humble Address be presented to His Excellency the Lieutenant-Governor, praying His Excellency to cause to be laid before this House a Return, shewing the anual average attendance of Pupils in each of the Grammar Schools of Ontario, (formerly Upper Canada), during the first three years of the existence of such Schools; also, a Return shewing the average annual attendance of Pupils in each Grammar School in Ontario, during the years, 1865, 1866, 1867 and 1868.

*November 25th, 1869.* The following Petitions were received and read:—Of the Reverend W. Moore and others, of Ottawa, praying for the passing of an Act to incorporate them under the name of the Ottawa Ladies' School. Of Mr. Thomas Jacques and others, of Woodhouse; also, of Mr. Robert Hellzer and others, of Woodhouse, severally praying that certain clauses of the School Bill may not pass.

The Honourable M. C. Cameron presented to the House, by command of His Excellency the Lieutenant-Governor, the Annual Report of the Senate of the University of Toronto for the year 1868.

(NOTE. This Report, by order of the House of Assembly, was not printed).

*November 26th, 1869.* The following Petitions were received and read:—Of Mr. Thomas Stock and others, of East Flamboro, praying for amendments to the School Bill; of the President and Directors of the Wesleyan Female College of Hamilton, praying for the passing of an Act to amend their Act of Incorporation; of the Weston Church School, praying for the passing of an Act of Incorporation; of the Reverend William Moore and others, of Ottawa, praying for an Act to incorporate the Ottawa Ladies' College; of Bishop Nazrey and others, of the County of Kent, praying for an Act to incorporate an Industrial School, under the name of the Nazrey Institute.

The Bill, (Number 2), To amend the Grammar School Law of the Province of Ontario, was read the Second time, and referred to a Committee of the Whole House, on Tuesday next.

*November 29th, 1869.* The following Petition was received and read:—Of Mr. John Clemens and others, of Beverley, praying that the School Bill may not pass.

*November 30th, 1869.* Mr. J. C. Rykert, from the Committee on Standing Orders, presented their Fifth Report, stating that they had examined the following Petition, and that the notices were correct:—

Of the Wesleyan Female College of Hamilton, praying for an Act to amend their Act of Incorporation.

The following Bill was introduced and read the First time:—

Bill, (Number 66), intituled:—"An Act to incorporate the Nazrey Institute."—Mr. J. Smith, (Kent).

The following Bill was read the Second time:—

Bill, (Number 3), To amend the Common School Acts of (Upper Canada), Ontario. Referred to a Committee of the Whole House to-morrow.

The Honourable M. C. Cameron presented to the House, by command of His Excellency the Lieutenant-Governor:—

Return to an Address to His Excellency the Lieutenant-Governor, praying that he will cause to be laid before this House a Return shewing the annual average attendance of Pupils in each of the Grammar Schools of Ontario, (formerly Upper Canada), during the first three years of the existence of such Schools. Also, a Return shewing the average

annual attendance of Pupils in each Grammar School in Ontario during the years 1865, 1866, 1867 and 1869.

(NOTE. This is an imperfect Statistical Return, and is not inserted in this Volume. In transmitting it to the Provincial Secretary the Chief Superintendent accompanied it with the following Letter:—

With respect to the attendance of Pupils during the first three years of each School's existence, I have to remark that, as the Grammar Schools were not in any way under the control of this Department, prior to 1854, there are no Returns before that year from which such a Statement could be compiled. The number of Pupils in attendance at the Schools established before, or during 1854, 1855 and 1856,—being the first three years in which they were reported to this Office. The average attendance of those years, is, however, too imperfectly reported to be of value, as the Law did not require it as a basis for the distribution of the Grant until the Act of 1865 was passed.

The number in attendance at Grammar Schools established after 1854 is given for the first three years of their establishment, and both the number of Pupils and the average attendance are given from 1865 to June, 1869, inclusive.

It will be observed that the average of the first half of 1869 is much higher than that of 1868, the attendance of Girls being included in the Reports for 1868.

With regard to the large difference in many cases between the number of Pupils and the average, it is to be observed that some Pupils only attended a few days, or weeks, and some are reported, who were not strictly Grammar School Pupils; but, in the columns for average attendance, only Pupils duly admitted to the School by the Inspector of Grammar Schools are received.

TORONTO, 29th November, 1869. EGERTON RYERSON.)

*December 2nd, 1869.* The following Petitions were received and read:—Of Mr. Richard Preston and others, of North Crosby, praying that certain clauses of the School Bill may not pass; of the County Council of Peel, praying to be allowed to appoint Trustees for School purposes. Of the Weston Church School, praying for an Act of Incorporation.

Mr. Greely, from the Committee on Printing, presented their Fourth Report, recommending that the following Documents be printed:—

Return to an Address relative to the average attendance at Grammar Schools.

The following Bill was introduced, and read the first time:—

Bill, (Number 83), intituled:—"An Act to incorporate the Weston Church School."—Mr. T. Grahame, (York).

*December 3rd, 1869.* A Petition was received and read:—Of Mr. Henry Jackson and others, of Kent, praying that no Act may be passed to incorporate the Nazrey Institute.

*December 7th, 1869.* The following Petitions were received and read:—Of the Board of Common School Trustees of Embro; also, of the Village Council of Embro; also, of Mr. William Spoor and others, of Wolfe Island, severally praying for certain amendments to the School Law.

The House resolved itself into a Committee to consider the Bill, (Number 3), To amend the Common School Act of Upper Canada, (Ontario).

Doctor J. Baxter moved that the following be added to Clause 4:—

"Provided always that it shall not be lawful to appoint any Person as County Superintendent who has not been engaged as a practical Teacher for a period of at least three years, excepting such Persons only who may hold said Office at the time of the passing of this Act."

And the amendment, having been put, was declared lost.

Mr. Speaker resumed the Chair, and Mr. A. W. Lauder reported that the Committee made some progress, and asked leave to sit again to-morrow. It was,—

*Ordered,* That the Committee have leave to sit again to-morrow.

*December 8th, 1869.* The following Petition was received and read:—Of the Board of School Trustees, of Renfrew, respecting the School Laws.

*December 9th, 1869.* The following Petitions were received and read:—Of Mr. J. W. Beemer and others, of Townsend; also, of Mr. Daniel Smith and others, of Townsend, severally praying that the School Bill may not pass.

*December 10th, 1869.* The following Petitions were received and read:—Of Mr. John Ostrander and others, of Middleton; also, of Mr. Henry Burke and others, of Townsend, severally praying that the School Bill may not pass.

The Honourable M. C. Cameron presented to the House, by command of His Excellency the Lieutenant-Governor, the Annual Report of the Council of University College.

(NOTE. This Report was also, by order of the House of Assembly, not printed).

*December 13th, 1869.* The following Petition was read:—Of Mr. Joseph Lemon and others, of Townsend, praying that the School Bill may not pass.

*December 14th, 1869.* The Honourable Attorney-General, J. S. Macdonald, from the Committee on Private Bills, presented their Sixth Report, as to the following Bills:—

Bill, (Number 83), To incorporate Weston Church School, (without amendments).

Bill, (Number 59), To incorporate the Ottawa Ladies' College, (with amendments).

Bill, (Number 64), To amend the Act incorporating the Wesleyan Female College of Hamilton, (with amendments).

The Order of the Day for the House again to resolve itself into a Committee, to consider Bill, (Number 3), To amend the Common School Act of Upper Canada, (Ontario), having been read, it was,—

*Ordered,* That the Order be discharged, and the Bill withdrawn.

The Order of the Day for the House to resolve itself into a Committee, to consider Bill, (Number 2), To amend the Grammar School Law of the Province of Ontario, having been read, the Honourable Attorney General, J. S. Macdonald moved, seconded by the Honourable M. C. Cameron, That the Order be discharged. And the motion having been put, was carried on the following division:—Yeas, 59; Nays, 7.

*Ordered,* That the Order be discharged, and the Bill withdrawn.

*December 15th, 1869.* The following Bills were severally read the Second time:—

Bill, (Number 59), To incorporate the Ottawa Ladies' College. Referred to a Committee of the Whole House to-morrow.

Bill, (Number 64), To amend the Act incorporating the Wesleyan Female College of Hamilton.

Bill, (Number 83), To incorporate the Weston Church School.

*December 16th, 1869.* On motion of Mr. J. Carnegie, seconded by Mr. R. Christie,—

*Ordered,* That the evidence taken before the Select Committee on Upper Canada College, and the Returns laid before the same, be printed for the use of the Committee, and that Rule Number Thirty be suspended.

Mr. J. Boyd introduced Bill, (Number 108), intituled:—An Act to amend the Act for the further Improvement of Grammar Schools in Upper Canada, (now Ontario). It was,—

*Ordered,* To be read a Second time to-morrow.

(NOTE. As this Bill did not pass, I insert it as follows):—

BILL. AN ACT TO AMEND THE ACT FOR THE FURTHER IMPROVEMENT OF GRAMMAR SCHOOLS IN UPPER CANADA (NOW ONTARIO.)

Preamble

Whereas doubts have arisen as to the intention of the Grammar School Law, with regard to the admission of Girls into the Grammar Schools of Ontario; and also as to the daily attendance of Girls therein, being taken as a basis for the appropriation of the Legislative Grant; and whereas it is expedient that provision be made that Pupils attending such Grammar Schools, should receive instruction in the higher branches of an English education; and whereas it is expedient for the purpose of removing such doubts, and of making such provision, to amend Section Seven, of the Act passed in the Twenty-ninth year of the Reign of Her Majesty, Chapter Twenty-Three, and intituled, "An Act for the further improvement of Grammar Schools in Upper Canada;" Therefore Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

Section seven of 29 Vic., chap. 23 repealed,

1. Section Seven of the Act passed in the Twenty-ninth year of Her Majesty's Reign, and chaptered Twenty-three, intituled: "An Act for the further improvement of Grammar Schools in Upper Canada" is hereby repealed.

Provisions for teaching the higher branches of English education, Latin and Greek.

2. Provision shall be made in the Grammar Schools for teaching the higher branches of an English Education, and the Latin and Greek languages, to those Pupils whose Parents, or Guardians may desire it, according to a Programme of Studies and Regulations which shall be prepared from time to time by the Council of Public Instruction, with the approval of the Lieutenant-Governor in Council, and the appropriation payable half-yearly to such Schools shall be made to such Schools conducted according to Law, upon the daily average attendance of such School; it being nevertheless understood that the word "Pupils" includes Girls as well as Boys; and provided also, that no such School shall receive a larger appropriation than $ per annum.

The word "pupils" to include boys and girls.

Foregoing section to be taken in lieu of one repealed.

3. The foregoing Section shall be read in Section Seven, of the "Act for the further Improvement of Grammar Schools in Upper Canada," (now Ontario).

The House resolved itself into a Committee to consider Bill, (Number 64), To amend the Act incorporating the Wesleyan Female College of Hamilton; and, after some time spent therein, Mr. Speaker resumed the Chair, and Mr. J. Boyd reported the Bill, without amendment.

*Ordered*, That the Bill be read the Third time to-morrow.

The House resolved itself into a Committee to consider Bill, (Number 83), To incorporate the Weston Church School; and after some time spent therein, Mr. Speaker resumed the Chair; and Mr. A. P. Cockburn reported the Bill without amendment.

*Ordered*, That the Bill be read the Third time to-morrow.

*December 17th, 1869.* The Honourable M. C. Cameron presented to the House, by command of His Excellency the Lieutenant-Governor:—The Report of the Senate of the University of Toronto, and the Bursar's Statement of Cash transactions, etcetera, for the years ending respectively, the 30th June, 1868, and the 30th June, 1869.

(NOTE. This Report and Statement were, by order of the House of Assembly, not printed).

Also, Report of the Upper Canada College, and the Bursar's Statement of Cash transactions, etcetera, for the years ending respectively, the 30th June, 1868, and the 30th June, 1869.

(NOTE. This Report and Statement were also, by order of the House of Assembly, not printed).

The following Bills were severally read the third time and passed:

Bill, (Number 59), To incorporate the Ottawa Ladies' College.

Bill, (Number 64,) To amend the Act incorporating the Wesleyan Female College of Hamilton.

Bill, (Number 83), To incorporate the Weston Church School.

The House, according to Order, resolved itself again into Committee of Supply. In the Committee it was,—

*Resolved*, That there be granted to Her Majesty, for the service of the year 1870, the following sums:—

43. To defray the expenses of Education, as follows:—

| | $ cts. |
|---|---|
| Common and Separate Schools | 170,000 00 |
| Poor Schools | 6,000 00 |

Normal and Model Schools' Salaries, videlicet:—

| | $ cts. | | $ cts. |
|---|---|---|---|
| Head Master | 2,000 00 | 1st Assistant Mistress, Girls' Model School | 500 00 |
| Second Master | 1,500 00 | 2nd Assistant Mistress, Girls' Model School | 400 00 |
| Writing Master | 700 00 | Janitor, $300; cleaning, $60 | 360 00 |
| Drawing Master | 240 00 | Gardener | 360 00 |
| Music Master | 400 00 | Engineer | 336 00 |
| Gymnastic Master | 300 00 | Furnace-men, $350; cleaning,, $60 | 410 00 |
| Master, Boys' Model School | 1,000 00 | Assistant Gardener | 336 00 |
| 1st Assistant Master, Boys' Model School | 700 00 | Total | $10,842 00 |
| 2nd Assistant Master, Boys' Model School | 600 00 | | |
| Mistress, Girls' Model School | 700 00 | | |

Various Contingencies:—

| | $ cts. | | $ cts. |
|---|---|---|---|
| Carpenter's Work | 100 00 | Books, Stationer, and Apparatus | 1,800 00 |
| Tinsmithing and Hardware. | 100 00 | Expenses of Grounds | 200 00 |
| Smith's Work, Heating Apparatus | 200 00 | Fuel | 1,000 00 |
| Plumbing and Gas Fitting. | 200 00 | Water | 400 00 |
| Painting and Glazing | 800 00 | Petty Furnishings and Repairs | 200 00 |
| Bricklayer's and Plasterer's Work | 200 00 | Total | $5,850 00 |
| Gravelling yard | 400 00 | | |
| Printing and Binding | 250 00 | | |

| | $ cts. |
|---|---|
| Grammar Schools | $57,500 00 |
| Libraries, Apparatus and Prizes | 32,500 00 |

Salaries of the Depository Clerks:—

| | $ cts. | | $ cts. |
|---|---|---|---|
| Clerk of the Libraries ..... | 1,200 00 | Packer and Messenger ..... | 340 00 |
| Assistant Clerk of Libraries | 550 00 | Labourer ..... | 280 00 |
| Salesman ..... | 450 00 | | |
| Assistant Salesman ..... | 150 00 | Total ..... | $3,090 00 |
| Junior Salesman ..... | 120 00 | | |

Contingencies of the Depository:—

| | $ cts. | | $ cts. |
|---|---|---|---|
| Fuel ..... | 350 00 | Petty Furnishings and Repairs ..... | 269 00 |
| Printing, Forms, etcetera... | 200 00 | | |
| | | Total ..... | $819 00 |

| | |
|---|---|
| Superannuated Teachers ..... | 6,500 00 |
| Museum, (including Fuel) ..... | 3,778 43 |
| Journal of Education:—Expenses of Editing, $400.; Printing and Mailing 5,000 copies per month, $1,400.00 ..... | 1,800 00 |
| Grammar School Inspection ..... | $2,000 00 |

Education Office (Salaries):—

| | $ cts. | | $ cts. |
|---|---|---|---|
| Chief Superintendent of Education ..... | 4,000 00 | Assistant Clerk of Statistics | 900 00 |
| Deputy Superintendent of Education ..... | 2,200 00 | Assistant Clerk of Correspondence ..... | 600 00 |
| Senior Clerk, Acountant and Registrar ..... | 1,600 00 | Messenger ..... | 365 00 |
| Clerk of Statistics ..... | 1,200 00 | Messenger, cleaning ..... | 48 00 |
| Clerk of Correspondence .... | 900 00 | Total ..... | $11,813 00 |

Contingencies of Education Office:—

| | $ cts. | | $ cts. |
|---|---|---|---|
| Postage ..... | 880 00 | Law Reports ..... | 15 00 |
| Printing ..... | 300 00 | Incidentals ..... | 88 00 |
| Fuel ..... | 350 00 | | |
| Stationery and Books ..... | 250 00 | Total ..... | $1,983 00 |
| Newspapers and advertising | 100 00 | | |

Grand Total for Education ..... $337,475 00

*December 18th, 1869.* The Honourable Attorney-General J. S. Macdonald, from the Committee on Private Bills, presented their Tenth Report, as to the following Bill:—Bill, (Number 64), To amend the Act for incorporation of the Wesleyan Female College, of Hamilton.

Mr. Scott, (Ottawa), from the Committee of Supply, reported the Resolutions passed in Committee. They were adopted by the House.

*December 22nd, 1869.* On motion of Mr. Currie, seconded by Mr. McCall (Elgin).

*Resolved*,—That an humble Address be presented to His Excellency the Lieutenant-Governor, praying His Excellency, to cause to be laid before this House copies of all

Correspondence between the Government and the Education Office, on the subject of attaching the Education Office to one of the Departments of the Government.

*December 23rd, 1869.* Mr. A. Greeley, from the Committee on Printing, presented their Sixth Report, recommending that the following Documents be not printed:—

Report as to Correspondence between the Chief Superintendent of Education and the Government.

Report of the Council of the University College.

Report of the University of Toronto, and Bursar's Cash transactions.

Report of Upper Canada College and Bursar's Cash transactions.

The Honourable M. C. Cameron presented to the House, by command of His Excellency the Lieutenant-Governor:—

Return to an Address to His Excellency the Lieutenant-Governor, praying that he will cause to be laid before this House, copies of all Correspondence between the Government and the Education Office on the subject of attaching the Education Office to one of the Departments of the Government.

(NOTE. By Order of the House of Assembly this Return was not printed. See, however, the Chief Superintendent's Letter to the Provincial Secretary on the subject on page 138 of Volume XXI of this Documentary History).

*December 24th 1869.* His Excellency William Pearce Howland, C. B., Lieutenant-Governor of the Province of Ontario, being seated on the Throne.

The Clerk of the Crown in Chancery read the titles of the several Bills to be assented to, as follows:—

An Act to amend the Act incorporating the Wesleyan Female College of Hamilton.

An Act to incorporate the Ottawa Ladies' College.

An Act to incorporate the Weston Church School.

An Act to incorporate the Nazrey Institute.

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# CHAPTER II.

## EDUCATIONAL ACTS PASSED BY THE HOUSE OF ASSEMBLY IN DECEMBER, 1869.

### CHAPTER LI.

AN ACT TO INCORPORATE THE WESTON CHURCH SCHOOL.

Received the Royal Assent on the 24th of December, 1869.

Preamble. Whereas it has been represented to the Legislature of this Province that the Reverend William Arthur Johnson has established a School in the Village of Weston, under the title "The Weston Church School;" and Whereas it would tend greatly to extend and perpetuate, the usefulness of the said School that it should be incorporated; Therefore, Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

Corporate body to be called "The Weston Church School." Trustees. 1. There shall be, and there is hereby constituted and established in the Village of Weston, in the Province of Ontario, a Body politic and corporate, under the name of "The Weston Church School" which Corporation shall consist of the said Reverend William Arthur Johnson, the Reverend William Francis Checkley, A.M., Doctor James Bovell, Mr. George King-

ston, A.M., and Mr. Thomas Moss, A.M., who shall be the Trustees of the Corporation, and shall have the control, management and government thereof, and shall also have power to make Rules and Regulations, not contrary to Law, or the provisions of this Act, for the government and management of the said Corporation and the affairs and property thereof, as also for the guidance of themselves, the said Trustees, in execution of their duties; and all acts and doings of a majority of the said Trustees shall be of the same force and effect as if all of them had joined in such Acts, or doings.

Power to acquire and sell real estate.

2. Such Corporation shall have power at all times hereafter to purchase, acquire, hold, possess and enjoy such Lands and Tenements as may be necessary for the actual use and occupation of the said Corporation, and the same to sell, alienate and dispose of and others in their stead, to purchase, acquire and hold, for the use and purpose aforesaid; Provided always, that the annual value of the Real Estate held by it at any one time shall not exceed the sum of Five thousand dollars current money of this Province.

Appointment of new Trustees.

3. In case of any vacancy, or vacancies, occuring in the number of the said Trustees by death, resignation, or otherwise, such vacancy, or vacancies, shall be filled up in such manner as may be provided in the Rules and Regulations of the said Corporation.

Returns to be made when required.

4. The said Corporation shall at all times, where thereunto required by the Lieutenant-Governor, or by the Legislative Assembly of this Province, make a full and exact Return of its Property, Real and Personal, and of its Receipts and Expenditure for such period, and with such details and other information, as the Lieutenant-Governor, or Legislative Assembly, may require.

## CHAPTER LII.

### An Act to Incorporate The Nazrey Institute.

Received the Royal Assent on the 24th of December, 1869.

Preamble.

Whereas the Ministers and Members of the British Methodist Episcopal Church in Canada and others, have long laboured in those portions of Her Majesty's North American possessions known as the Dominion of Canada, for the Education and spiritual welfare of their people therein; and it is deemed expedient to institute a system of Education and instruction whereby the Youth of the Country may be liberally taught; and Whereas application hath been made to incorporate the Nazrey Institute, in order to promote the above-named objects, and it is desired that the said School should be conducted on industrial plans: Therefore, Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

Trustees appointed with corporate powers.

1. That there shall be, and there is hereby constituted and established in the Township of Chatham, in the County of Kent, and Province of Ontario, a Body politic and corporate, under the name of the Nazrey Institute, which Corporation shall consist of the Reverend Willis Nazrey, of the Township of Chatham in the Province of Ontario, the Reverend Benjamin Stewart, and the Reverend Walter H. Hawkins, Mr. Isaac Holden, Mr. John William Taylor, of the Town of Chatham, in the Province of Ontario, the Reverend Richard R. Disney, and the Reverend Robert Miller of the Town of St. Catharines, in the Province aforesaid, the Reverend

George R. Blount, of the City of London, in the said Province, the Reverend William J. Buller, of the Village of Bronte, in the said Province, and the Reverend George A. Washington, of the Town of Windsor, in the Province aforesaid, and Mr. William Chandler, Mr. James Ramsay, Mr. James C. Willmore and Mr. Henry Baynard, of the Township of Chatham aforesaid, yeomen, with such other and additional Persons as, from time to time, may become associated with them, or, by the Constitution of the said Corporation, may become Members thereof; and the said Persons shall be the Trustees of the Corporation, and shall have the control, management and government thereof during their continuance in Office, and shall also have power to make Rules and Regulations, not contrary to Law, or to the provisions of this Act, for the government and management of the said Corporation, and the affairs and property thereof, as well as the affairs and property relating to the said Trustees in the Execution of their duties; and all acts and doings of a majority of the said Trustees, or their said Successors, shall be of the same force and effect as if all of them had joined in such acts, or doings.

Power to purchase, hold and sell certain lands.

2. The said Corporation shall have power to purchase, acquire, hold, possess and enjoy the north half of lot Number Four, in the Sixth Concession of the said Township of Chatham, containing One hundred acres of Land more, or less, and all such other Lands and Tenements as may be necessary for the actual use and occupation of the said Corporation, and the same to sell, alienate and dispose of, and others in their stead, to purchase, acquire and hold for the use and purposes aforesaid: Provided always, that the Annual value of the Real Estate, held by the said Corporation at any one time, shall not exceed the sum of Three thousand dollars lawful money of this Province.

Government and administration.

3. The said Corporation shall at all times be governed and administered under the authority of the British Methodist Episcopal Church in the Dominion of Canada.

Appointment of new Trustees.

4. In case of any vacancy, or vacancies, occuring in the number of the said Trustees by death, resignation, or otherwise, such vacancy, or vacancies, shall, or may be filled up in such manner as may be provided in the Rules and Regulations of the said Corporation; it being the intention of this Act that the appointment of Trustees above named shall not be permanent, but that the same shall from time to time take place in such manner as shall be provided by the Rules and Regulations of the said Corporation.

Returns to be made of Property, etcetera, when required.

5. The said Corporation shall at all times, when thereunto required by the Lieutenant-Governor, or the Legislature, make a full Return of its Property, Real and Personal, and of its Receipts and Expenditure for such period, and with such details and other information as the Lieutenant-Governor, or the Legislature, may require.

Liability of Shareholders.

6. Any Proprietor, or Holder of any Share, or interest, in the Capital of the said Corporation is hereby declared to be free from any individual, or personal, liability, beyond the unpaid amount of any Share, or Shares held by him, in respect of the debts, engagements, or obligations, of the said Corporation.

## CHAPTER LIII.

### An Act to Amend the Act Incorporating the Wesleyan Female College of Hamilton.

Received the Royal Assent on the 24th of December, 1869.

Preamble.

Whereas the President and Directors of the Wesleyan Female College of Hamilton have, by their Petition, represented that a clerical error exists in Section Eight of their Act of Incorporation, which it is desirable shall be amended, and also that a number of Persons have subscribed for Stock in the said Corporation, who, after the notices required by the said Act have been given, have neglected and refused to pay the calls appointed to be paid by the Directors, and have prayed that their Act of Incorporation may be amended by altering the clerical error, and by giving the Directors the usual power to forfeit any Shares whereon such payment has not been made, and it is expedient to grant the prayer of the Ptitioners; Therefore, Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

24 Victoria, Chapter 112, Section 8, amended by substituting "Shareholder" for "Director."

1. The Statute passed in the Session held in the Twenty-fourth year of the Reign of Her Majesty, chaptered One hundred and twelve, entitled, "An Act to incorporate the Wesleyan Female College of Hamilton," shall be and the same is hereby amended by striking out the word "Director" used in the Eighth Section of the said Act, and inserting in place thereof the word "Shareholder;" and by inserting between the Second and Third Sections of the said Act the following clause which, shall be taken and read as part and parcel of the said Act:—

Insertion of clause between Sections 2 and 3.

Shares may be forfeited by Directors if calls are not paid up.

If after such demand, or notice, as is required by the next preceding Section, or as by the By-laws of the Corporation may be prescribed, any call made upon any Share, or Shares, be not paid within such time as by such By-laws may be limited in that behalf, the Directors in their discretion, by Resolution to that effect, reciting the facts and the same being duly recorded in their Minutes, may summarily forfeit any Share, or Shares, whereon such payment is not made, and the same shall thereupon become the property of the Corporation and may be disposed of as by By-law, or otherwise, they shall ordain.

## CHAPTER LIV.

### An Act to Incorporate the Ottawa Ladies' College.

Received the Royal Assent on the 24th of December, 1869.

Preamble.

Whereas the Reverend William Moore, the Reverend Daniel M. Gordon, Mr. George McLean Rose, Mr. William Minore, Mr. P. Le Sueur, Mr. John Leggo, Mr. C. Leggo, Mr. J. Sweetland, Mr. George Hay, Mr. J. T. Pennock, Mr. Alexander Mutchmore, Mr. Alexander S. Woodburn, Mr. John Rochester, junior, Mr. John P. Featherston, Mr. Henry McCormick, Mr. James A. Grant, Mr. W. C. Smiley, Mr. Samuel Christie, and the Honourable Malcolm Cameron, by their Petition in this behalf, have represented that a number of Citizens of the City of Ottawa, and other Residents of Canada, have agreed to associate themselves together, provisionally, for the purpose of establishing and conducting a Seminary of learning of a Collegiate character for the education of female youth, and have

opened Subscription Books, and subscribed for Stock in the said Association, and the said Petitioners have prayed to be incorporated under the name of the Ottawa Ladies' College; Therefore, Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

Incorporation.

1. The Reverend William Moore, the Reverend Daniel M. Gordon, Mr. George McLean Rose, Mr. William Minore, Mr. P. Le Sueur, Mr. John Leggo, Mr. C. Leggo, Mr. J. Sweetland, Mr. George Hay, Mr. J. T. Pennock, Mr. Alexander Mutchmore, Mr. Alexander S. Woodburn, Mr. John Rochester, Junior, Mr. John P. Featherston, Mr. Henry McCormick, Mr. James A. Grant, Mr. W. C. Smiley, Mr. Samuel Christie, and the Honourable Malcolm Cameron, and such other Persons as now are, or shall hereafter become, Shareholders of the said undertaking, are hereby constituted a Body corporate and politic, under the name of "The Ottawa Ladies' College," and by the said name they and their Successors shall and may have continued succession, and shall be capable in law of contracting and being contracted with, and of suing and of being sued, pleading and being impleaded in all Courts, or places, whatsoever, in Law, or Equity, and they and their Successors shall and may have a Common Seal, and may change, or alter, the same, and may also from time to time at any ordinary Meeting of the Managers, by a majority of votes, as hereinafter provided, ordain, establish, and put in execution such By-laws, ordinary Rules and Regulations, (the same not being contrary to this Act, or to the Laws in force in the Province), as may appear to them necessary, or expedient, for the management of the said Corporation, its business and affairs, and may, from time to time, alter, or repeal, the same, or any of them, and shall have power to accept, on behalf of the said Corporation, Gifts and Endowments for promoting objects of Education, Science, and Literature, or otherwise, in aid of the general purposes of the said Corporation, on such terms as may be agreed upon with the persons bestowing such Gift, or Endowment, and shall also be in law capable of acquiring by purchase, Lease, Mortgage, or otherwise, and of absolutely, or conditionally, holding any Lands, Tenements, Real, or immoveable Estate, and the same to alienate, let, release, Mortgage, transfer and dispose of; Provided always, that nothing herein contained shall be considered as permission to hold any Real Estate, beyond what may be necessary for the said Corporation to hold for its own immediate accommodation in relation to the purposes for which the said Corporation is authorized, or such as shall have been *bona fide*, mortgaged to it by way of security, or conveyed to it in satisfaction of debts previously contracted, or purchased at sales upon judgments which shall have been obtained for such debts, and provided further, that the said Corporation shall be bound to sell, or dispose of any Real Estate, so purchased, or conveyed to them, (except such as may be necessary, as aforesaid, for the convenient carrying on of the undertaking), within seven years after acquiring the same.

Limitation as to acquiring realty.

Capital Stock.

Calls.

2. The Capital Stock of the said Corporation shall, until otherwise determined, as hereinafter provided, consist of the sum of Fifty thousand dollars, divided into Two thousand five hundred Shares of Twenty dollars each, and shall be paid by such instalments, and at such times and places, as the Managers of the said Corporation shall appoint, after notice of not less than one calendar month in that behalf, to be previously given by publication once in each week in one, or more, of the public Newspapers published in the City of Ottawa, as well as by Circular Letters addressed and mailed to every Shareholder at his last named place of Residence;

and, in case any Shareholder shall neglect, or refuse, to pay the same, the Corporation are hereby empowered to sue for and recover the same, with interest at six per cent. per annum from the time appointed to pay the same.

When operations may commence.

3. The Corporation may commence operations and exercise the powers hereby granted, as soon as Twenty thousand dollars of the said Stock shall be subscribed, and twenty per cent. thereof paid up.

Stock Book, subscription and partnership.

4. The parties hereby appointed Managers of the said Corporation are hereby empowered to take all necessary steps for opening the Stock Books for the subscription of Parties desirous of becoming Shareholders in the said undertaking; and all Parties who have subscribed, or who shall hereafter subscribe to the Capital Stock of the said Association, shall be considered Proprietors and Partners in the same; Provided that Parties who have already subscribed for Stock in the said Association shall be liable to pay calls thereon, to be made under this Act, without any fresh subscription of Stock.

Educational powers.

5. The said Corporation shall have power and legal authority to establish and maintain an Institution of Learning, to be called by the said name of "The Ottawa Ladies' College," for the Education of female youth, and direct and manage the same for the purposes of Education, in the various branches of Literature and Science in such manner as they shall deem most conducive to that end.

Managers.

6. The affairs of the said Corporation shall be conducted by a Board of fifteen Managers; and until the election hereinafter provided takes place, the following shall be Officers and Managers, videlicet: Mr. Ezra B. Eddy shall be President, Mr. John Rochester and Mr. James G. Robertson, Vice Presidents, and Mr. George Hay, Mr. Henry F. Bronson, Mr. John R. Booth, Mr. James T. Pennock, Mr. William C. Smilie, Mr. Joseph M. Courier, Mr. Robert Blackburn, Mr. George McLean Rose, Mr. John Leggo, Mr. John Sweetland, the Reverend Daniel M. Gordon, and Mr. William Moore, Managers.

Shareholders' General Meetings.

7. A general Meeting of the Shareholders of the said Corporation shall be held in the City of Ottawa, at the Office of the said Corporation, on the first Monday in the Month of July, in the year of our Lord, One thousand eight hundred and seventy, and on the first Monday of the Month of July in each year thereafter. At such first general Meeting the Shareholders present shall elect the President, Vice Presidents, and Managers of the said Corporation, who shall each be Proprietor of five Shares, at least, in the Capital Stock of the said Corporation.

Election of President, Managers, etcetera.

Secretary and Treasurer, election of.

8. The Managers shall appoint a Secretary and Treasurer, (the latter of whom shall give security for the due and faithful performance of his Office,) and shall also appoint all intermediate Officers.

Voting.

9. At all Meetings of the Proprietors each Shareholder may cast one vote for every Share held by him, and every question shall be determined by the majority of votes present at such Meeting.

Special general Meetings, how called.

10 Every Meeting of Shareholders, other than an ordinary Meeting, shall be called a "Special General Meeting," and such Meetings may be convened by the Managers at such times, and at such places, as they may think fit; and a Special General Meeting of the Proprietors at large shall be convened at any time by the Managers, on a requisition of any ten Proprietors requiring them to do so, and such Requisition shall fully express the object of the Meeting, and shall be left with the Secretary, and

if the Managers shall fail to call a Meeting within fourteen days thereafter, such Proprietors may call a Meeting by giving notice, as hereinafter mentioned, provided, that no Special General Meeting shall enter upon business not set forth in such Requisition and notice.

Notice of Meetings.

11. Ten days' notice of all Meetings of Shareholders shall be given by mailing Circulars addressed to the Shareholders at their last known place of Residence, which shall specify the place, day and hour of such Meeting.

Nine Shareholders a quorum.

12. At all General Meetings nine Proprietors shall form a quorum.

Chairman.

13. At every Meeting the President, or, in his absence, one of the Vice Presidents, or in the absence of both, one of the Managers who shall be elected by a majority of the Proprietors present shall be Chairman, and shall have not only a deliberate vote, but also a casting vote, in case of equality, in all matters before the Meeting.

Adjournment of Meeting.

14. Every Meeting of the Stockholders may be adjourned from time to time, and no business shall be done at an adjourned Meeting, other than the business left unfinished at the last Meeting from which such adjournment took place.

Votes by Proxy.

15. Every Person entitled to vote, may, in writing, constitute any other Proprietor his, or her, proxy to vote at such Meeting, and every such appointment shall be produced to the Secretary, and entered into a Book; Provided always, that such authority shall bear date within twelve calendar months of the time of the Meeting at which it is produced.

Filling vacancy of Managers.

16. If any of the Manages resign, or become incompetent, or ineligible, to act, or ceases to be a Proprietor, a Special General Meeting of the Shareholders shall be called to fill the vacancy.

Powers of Management.

17. The President, Vice President, and Managers shall have the management of the affairs of the Corporation; they shall organize and put in operation, and carry on the Institution of learning for which the Corporation is authorized; they may make and enforce calls upon Shareholders; they shall fix the Salaries of the Principal, Teachers, and other Officers, or Servants; they shall take control of, and may vary, repeal, and make all the Regulations relating to the management, government, and discipline of the said Institution, its Services, Studies, Lectures, Exercises, and Instructions; Provided always, that no Religious Test shall be required of any Pupil, or Officer; they may make any payments, and enter into all contracts for the purposes of the Corporation; they may generally deal with, treat, sell and dispose of and acquire the Lands, Property, and effects of the said Corporation for the time being, and in such manner as they shall deem expedient and conducive to the benefit of the Corporation; they may appointed and displace the Principal and all such Officers, Professors, Teachers, Agents, or Servants, as they shall deem requiste for the management and care of the Property and affairs of the Corporation; they may make By-laws for the Regulation of the affairs of the Corporation; but all the powers, so to be exercised, shall be in accordance with, and subject to the provisions of this Act, and the exercise of all such powers shall be subject to the control and regulation of any General Meeting, but not so as to render invalid any act done by the Managers prior to any Resolution passed by such General Meeting.

Meetings of Managers.

18. The Managers shall hold Meetings at such times and places as they shall appoint for that purpose, and they may meet and adjourn as they think proper; and at any time three of the Managers may require the Secretary to call a Meeting of the Managers; and, in order to constitute such Meetings, there shall be present at least eight of the Managers; and

all questions shall be determined by a majority of votes, and no Manager, except the Chairman, shall have more than one vote, but the Chairman shall have a casting vote. The President, or one of the Vice Presidents, or, in their absence, a Manager to be chosen shall preside.

Shares, when transferable.

19. The Shares of the said Capital Stock shall not be transferred until paid up, unless such transfer shall be sanctioned by the Managers, and duly registered by the Secretary in the Transfer Book; and no Person shall sell, or transfer, Stock until he shall have paid all calls for the time being due on any Share held by him.

Actions for calls.

20. The Managers may enforce payment of all calls and interest thereon by action in any competent Court; and, in such action, it shall not be necessary to set forth the special matter, but it shall be sufficient to declare that the Defendant is Holder of one Share, or more, stating the number, and is indebted in the sum of money to which the calls in arrear amount, in respect of one call, or more, stating the number of calls and the amount of each, whereby an action hath accrued to the Corporation under this Act; and a Certificate under their Seal, and purporting to be signed by an Officer of the Corporation, to the effect that the Defendant is a Shareholder, and that so much is due by him and unpaid thereon, shall be received in all Courts of Law and Equity as *prima facie* evidence to that effect.

By-law to increase Capital Stock.

21. The Managers, if they see fit at any time after the whole Capital shall be subscribed for, may make a By-law for increasing the Capital Stock to the amount of One hundred thousand dollars; but no such By-law shall have any force, or effect whatsoever, until after it shall have been sanctioned by a vote of not less than two-thirds in amount of all the Stockholders at a General Meeting of the Corporation duly called for the purpose of considering such By-law, and such By-law shall declare the number and value of the Share of such new Stock and prescribe the manner in which the same shall be allotted, and, in default of so doing, the control of such allotment shall be held to vest in the Managers.

Secretary to keep Books.

22. The Secretary shall cause a Book, or Books, to be kept wherein shall be recorded:—

Contents.

(1) A correct copy of the Prospectus, or Declaration, and original Stock list referring to the same, as also every By-law and supplementary Declaration for increasing the Capital Stock.

(2) The names, alphabetically arranged, of all Persons who are, or have been, Proprietors.

(3) The address and calling of every such Person while such Proprietor.

(4) The number of Shares held by each.

(5) The amounts paid in, and unpaid respectively, by each Proprietor.

(6) All transfers, or surrenders, of Stock in their order, as presented to the Company for entry, with the date and other particulars of each transfer.

(7) The names, addresses and callings of all Persons who are, or have been Managers, with the date at which each became, or ceased to be, such Manager.

Books to be opened to Inspection.

23. Such Books shall, during reasonable business hours of every day, except Sundays and Holidays, be kept open for the inspection of all Proprietors and Creditors of the said Corporation, or their Representatives, at the Office, or chief place of business, of the said Corporation, and to make extracts therefrom.

Contracts by Agents, etcetera.

24. Every Contract, Agreement, or Engagement, made on behalf of the Corporation by any of its Agents, Officers, or Servants, in general accordance with his powers as such, under the By-laws, shall be binding upon the Corporation; and, in no case, shall it be necessary to have the Seal of the said Corporation affixed thereto, nor shall the party so acting as Agent, Officer, or Servant, of the said Corporation, be thereby subjected individually to any liability to any third party therefor; Provided always, that the Corporation shall not be authorized to issue any Note payable to bearer, or intended to be circulated as money, or as the Note of a Bank.

Liability of Shareholders till shares paid up.

25. Each of the said Proprietors, or Shareholders, until the whole of his stock shall have been paid up, shall be individually liable to the Creditors of the Corporation to an amount equal to that not paid up thereon, but shall not be liable to any action by any Creditor before an execution against the Corporation has been returned unsatisfied in whole, or in part, and the amount due on such execution shall be the amount recoverable with cost against such Proprietor.

Liability of Shareholders limited to amount of Shares.

26. The Proprietors in the said Corporation shall not, as such, be held responsible for any act, default, or liability, whatsoever, of the said Corporation, or for any engagement, claim, payment, loss, injury, transaction, matter, or thing, whatsoever, relating to, or connected with, the Corporation, beyond the amount of their respective Shares in the Capital Stock therein.

Returns to the Legislature

27. The said Corporation shall at all times, when thereunto required by the Lieutenant-Governor, or by the Legislative Assembly, make a full Return of all its Property Real and Personal, and of its liabilities, Receipts and Expenditure, to the Lieutenant-Governor, or Legislative Assembly, requiring for such period, and with such details and other information as the Lieutenant-Governor, or the Legislative Assembly may require.

## CHAPTER III.

## DEFERRED SCHOOL LEGISLATION OF 1869.

During the Second Session of the Legislature of Ontario, which was held during the Months of November, 1868-January, 1869, the Chief Superintendent of Education submitted two Drafts of School Bills to the Government,—one relating to the Grammar, and the other to the Common, Schools, which the Honourable M. C. Cameron, Provincial Secretary, laid before the House of Assembly. After their first reading they were both referred to a Select Committee of the House, where they were fully discussed by the Members, and several changes made in them.

With a view to aid in the more clearly understanding of the scope and object of the Bill relating to Common Schools, the Chief Superintendent accompanied his Letter to the Provincial Secretary with a Memorandum on the subject. This Memorandum was laid before the House of Assembly in the form of a Return, which had been moved for by a Member. It is as follows:—

### Memorandum on the Common School Bill by the Chief Superintendent.

The whole of the Bill having been considered and recommended by a large Select Committee of the Legislative Assembly, I need only remark upon those Sections in regard to which I recommend some modification, in order to meet what I found to be the strong wishes of large portions of the community, on submitting the provisions of the Bill to popular consideration, at forty County School Conventions, held since the close of the last Session of the Legislature.

### Qualifications and Jurisdiction of County Superintendents of Schools.

With the slight exceptions, there was almost entire unanimity of opinion and wish, that the Local Superintendents, or Inspectors, of Schools should be persons of ascertained and certified qualifications, as provided by the second and third Sections of the Bill. A general wish was expressed that they should have practical experience in teaching; but doubts were expressed by many intelligent Persons, by considerable minorities, and by a majority of three, or four, Conventions, as to so large a number as 100 Schools being placed under the charge of one Superintendent. It was objected, and I felt the force of the objection more and more, as I advanced on my Tour, that from the distances of travel and varied duties, one person in charge of 100 Schools would be likely to perform his duties, at best, in a very perfunctory manner, and would omit many of them, or discharge them very imperfectly. I, therefore, propose to modify the clauses of the Bill so as to leave the County Council the discretion of appointing a Superintendent for every fifty Schools. This will do away with the admitted evils of Township Superintendents, and it will tend to excite emulation amongst County Superintendents, secure a more effective inspection and oversight of the Schools, as none but certificated persons can be appointed to the Office, and will, I think, be more acceptable to County Councils.

### Appointments and Salaries of County Superintendents.

A majority of four-fifths of the County School Conventions voted for the provisions of the Bill, as recommended by the Committee in regard to the appointment, responsibility, and payment of County Superintendents, but a majority of six or seven County Conventions, and very large minorities in the other thirty odd Conventions, strongly opposed any other element in the appointment of County Superintendents, than the authority of County Councils, and the consideration that one-half of the Salaries of these Superintendents would be paid by the Executive Government, was the sole means of inducing a single Convention to agree to the proposed change. After listening to all the argumentations and witnessing popular feeling on the subject, I could not but feel that much more would be lost than gained by depriving County Councils of any part of the authority, which they have exercised from the beginning, in regard to this office. For, although the only power proposed to be given by Bill to the Lieutenant-Governor-in-Council, was to confirm the nominations of the County Councils, and remove from office when deemed expedient, yet it was insisted that the change would make the County Superintendent of local opinion, and a partizan of the political party in power. Under all the circumstances, and after the fullest consideration, I submit,—

1st. That the appointment of County Superintendents, from the list of legally qualified persons, be solely with the County Councils.

2ndly. That the County Superintendents hold office during efficiency and good behaviour.

3rdly. That they be removable from office for cause, by either the Lieutenant-Governor-in-Council, or the County Council.

I make this last recommendation upon the ground, that the daily deportment of a County Superintendent, the manner in which he discharges his duties of inspection, etcetera, can only be judged of by men in the County, while the manner in which he apportions and pays School moneys, and attends to the official instructions authorized by Law, can be only judged of by a responsible Officer of the Government of the Country.

In regard to the Salaries of County Superintendents, with a few individual exceptions, it was universally admitted that their remuneration should be better than it is; but great diversity of opinion existed as to what the remuneration should be, and how provided. Not a single Convention was favourable to the provisions of the printed Bill on this point, limiting the amount to be paid by Government at $300 per annum to each County Superintendent, and then leaving a sliding scale at the discretion of each County Council, without the least probability that the minimum sum would be exceeded in one case out of ten; but a great majority of the Conventions assented to the method of payment recommended by the Select Committee, namely: for the Government and the County Councils to provide equally for the Salaries of County Superintendents, though much difference of opinion existed as to the mode and authority for fixing the varying amounts of the Salaries of County Superintendents.

I propose, what I think will most nearly meet the views of all parties, and at the same time promote the efficiency of the Office. The Law at present provides that a County Council shall pay annually a Local Superintendent not less than four dollars per School under his oversight, which allowance may be increased at the discretion of the County Council. Two or three County Councils have allowed to the Local Superintendents six or seven dollars per School, but these are exceptions to the general usage. I propose that each County Council shall allow five dollars per School for superintendence, and travelling expenses, in addition to the amount, which the County Council shall be the judge; then that the Government should allow five dollars per School for superintendence. This would make a Salary of $500 for superintending fifty Schools, and of $750 for superintending seventy-five Schools.

In this way the remuneration will, as far as possible, be proportioned to the work done, and be provided in a manner the least felt by the County, and will be such as to secure competent and practical men in an office which the experience of all educating Countries has shown to be the life and soul of a Public School System, and for want of which, in its efficiency, our Schools in many parts of the Country have languished, or remained stationary. Even where the County Councils do pay, as now, but four dollars per School for supervision, and the Government an equal sum, it would be a great improvement on our present system; but what I propose is that which I think necessary to render thoroughly efficient the most important branch of the whole School System. I leave the expense of inspecting and supervising the Schools in Cities, Towns and Incorporated Villages wholly, as now, to the Local Boards. I propose the co-operative system for the Counties, including about 4,000 Schools.

### The Power of County Superintendents to Judge of School House Accommodations.

The 8th Section, relating to the power of County Superintendents to judge of School accommodations, was almost unanimously rejected in its original form by the first three County Conventions that I attended, but afterwards, when I proposed to recommend its modification by having certain Regulations defining what the School Accommodations should be, according to which the County Superintendent should judge and decide, and that there should, in every case, be an appeal from his decision, the clause was concurred in by every County Convention, with one exception.

County Boards of Examiners, as provided for by the 9th Section of the Bill, were universally approved of, with the slight modification contained in the proviso, which I propose to add.

### Minimum Salaries of Teachers.

The 10th clause, fixing the minimum Salaries of Teachers, and providing against their dismissal after six months' employment, without the consent of the County Superintendent, was almost unanimously rejected by the first three County Conventions that I attended; and I clearly saw that it would be rejected by every Convention in the Province, unless I withdrew the latter part of it, providing against he removal of a Teacher without the consent of the County Superintendent. This provision was regarded as such an infringement upon the hitherto acknowledged rights of Trustees and Parents, that it was objected to by the oldest and best friends of the School System, and I saw it was useless to press it. I therefore withdrew it, when the former part of the Section, relating to the minimum Salaries of Teachers, was concurred in by a majority of three-fourths of the County Conventions. But the minorities in opposition to it were very large, and it was only carried upon the ground, that liberal aid might be expected to be given to School Sections in poor settlements. I found that the average Salaries of both male and female Teachers in more than one-half the Counties,—in all the Counties in the eastern part of the Province,—were less than the minimum Salaries proposed. From all I heard and witnessed, I am convinced that the carrying into effect the clause, as it is printed, is impracticable in a large number of Counties, without further aid from the Public Revenue, to the amount of nearly $100,000 per annum. Under the circumstances, I recommend a modification of the Section making the minimum Salaries of Teachers, as provided in the printed Bill, apply to First Class male and female Teachers, and fixing smaller sums for Second and Third Class Teachers. The minimum of remuneration to Teachers may seem small, but I believe it will immensely improve their circumstances, go far to prevent the injurious changes of Teachers, and prompt Teachers to aspire to the higher grades of Certificates. I propose that in the Regulations, the First Class Certificates shall be Provincial Certificates, and that the Second and Third Class Certificates shall be those issued by County Boards of Examiners. This will virtually abolish the present Third Class Certificates issued by County Boards, will put an end to this inferior and wretched class of Teachers, and secure Teachers of a higher order of qualifications.

On the other Section of the Bill, as printed, I need make no remark, as they, with slight verbal additions, which I have inserted, were universally approved.

### On the Settlement of Disputes between Trustees and Teachers.

But there is one important additional Section which I submit, making the County Division Court, instead of Arbitration, the tribunal for the settlement of disputes between Trustees and Teachers. The Division Courts were not established, or were quite new in 1850, and the idea of Courts of Arbitration was then popular. The late Honourable R. Baldwin favoured this idea, and he and I prepared the Sections for erecting what the late Judge Burns called "a domestic tribunal," for settling disputes between Trustees and Teachers; but it has not worked satisfactorily, and has frequently caused much litigation and heavy losses to parties concerned. Both the Chief Justices, Richards and Hagarty, have assured me that this is an expensive and often disastrous provision of the Law, and have strongly urged, upon the grounds of economy as well as of convenience and promptitude, the substitution of Division Courts for Arbitration, for the settlement of such disputes. (See 29th Section).

### Method of Aiding School Sections in New and Poor Settlements.

I also propose a Section for the more uniform and efficient method of granting special aid to the Schools in new and poor settlements. At the present time there is what is called a "Poor School Grant," which I distribute at discretion, upon applica-

tions and representations from Local Superintendents and Trustees of School Sections in new and poor settlements. I exercise the best judgment I can form on each case presented, but it is purely arbitrary, and importunate parties may get more than they deserve, while other parties really more needy may not apply, upon the ground of not wishing their School to be regarded as a pauper, or poor, School. I propose to aid these Schools upon a defined principle and uniform system. I have sent a Circular to the proper Officers of several Counties, and many Townships, to ascertain the percentage of School rates on assessed property for paying Salaries of Teachers. (See Statistical Table at the end of the Memorandum). The average Rates thus ascertained, I propose to apply to Schools in new and poor settlements; and on their furnishing evidence of having levied and collected their Rate, I propose to make up the balance required to pay the fixed minimum Salary of the Teacher out of the special Grant for that purpose. This will contribute, I have been assured by many intelligent and experienced Persons, to the interest and extension of new settlements; will place them upon a footing with older settlements, in School advantages; will aid them according to their need, and relieve the fund as such settlements advance in means and population; and will not, I think, very much exceed what has been granted for that purpose, especially in connection with the provision of the Bill, to prevent the formation of too small School Sections. (See 11th Section). I propose two Sections (13th and 14th), in place of the 12th Section of the printed Bill.

In conclusion, I may remark that I believe the proposed School Bill, thus modified and extended, will not only be acceptable to the Country, but make an epoch in the improvement and extension of popular education, such as has not occurred since 1850.

EDUCATION OFFICE, TORONTO, 12th October, 1869. EGERTON RYERSON.

In addition to this Memorandum, I insert herewith a copy of the same Common School Bill, as altered at the recent County School Conventions. The additions made to the Bill at the Conventions are in Italics.

AN ACT TO AMEND THE COMMON SCHOOL ACTS OF (UPPER CANADA), ONTARIO.

Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

1. The Office of Local Superintendent of Schools in Townships, Cities, Towns and Villages, is hereby abolished.

2. In each County, or union of Counties, there shall be one Superintendent of Schools, to be called the County Superintendent, except where there are more than one hundred Common Schools in a County, or union of Counties, in which case, it shall be lawful to appoint a second County Superintendent.

3. Each City shall be a County, for the purpose of this Act, and the Superintendent shall be called the City Superintendent, and shall possess all the powers of a County Superintendent, except such as relate to investigating and deciding on School Trustee Election complaints, which now by Law devolve on the County Judge.

4. The qualifications of County and City Superintendents shall from time to time be prescribed by the Council of Public Instruction, which shall determine the time and manner of Examination of Candidates for Certificates of Qualification, and grant Certificates of Qualification; and no one not holding such Certificate of Qualification shall be eligible to be appointed a Superintendent.

5. Each County Council, *and each Board of Public School Trustees in a City, or Town,* shall nominate from among those holding the necessary Certificate of Qualification, one Person to be Superintendent of Common Schools in such City, or County, *or Town*, and in Counties where there are, or shall be, more than one hundred Common Schools, the County Council may nominate two Persons holding such Certificates to be Superintendents, and prescribe the territorial limits of each; and the Lieutenant-

Governor-in-Council shall appoint the Person, or Persons, so nominated, to hold office during pleasure. *Provided, nevertheless, that any County, City, or Town, Superintendent shall be subject to dismissal for misconduct, or inefficiency, on the complaint of the Council, or Board, nominating him.*

6. Each Superintendent so appointed, shall have the oversight of all Common Schools in the Towns, Villages and Townships within the County, or union of Counties, or part of the County, or union of Counties, for which he shall be appointed, and shall have all the powers in each Municipality within his jurisdiction, and be subject to all the obligations now conferred, or imposed by Law, upon "Local Superintendents," and which are conferred, or imposed by this Act, according to such instructions as may be given to him, from time to time, by the Minister of Public Instruction.

7. The Salary of a County Superintendent shall not be less than at the rate of Six hundred dollars per annum, and not more than at the rate of Twelve hundred dollars per annum, and shall be paid quarterly, *provided always, that the variation of a County Superintendent's Salary between Six hundred and Twelve hundred dollars per annum shall be determined by the Lieutenant-Governor according to the work to be done.*

8. The County Superintendent shall have authority to decide upon the adequacy and suitableness of School Accommodations; *in conformity with Regulations which shall be prepared according to Law,* and should any School Corporation not provide satisfactory Accommodation within twelve months after they have been notified, by the County, or City, Superintendent, of the inadequacy, or unsuitableness of the School Accommodation provided, such School Corporation shall not be entitled to share in the Legislative School Grant; *Provided always, that in every such case there shall be the right of appeal from the decision of the Superintendent to the Minister of Public Instruction.*

9. Each County and City Council shall appoint a County, or City, Board of Examiners, for the Examination and licensing of Teachers, consisting of the County Superintendent, or Superintendents, and two other competent Persons whose qualifications shall, from time to time, be prescribed by the Council of Public Instruction.

10. The minimum Salary of any legally qualified male Teacher shall be at the rate of Three hundred dollars per annum, and the minimum Salary of any legally qualified female Teacher shall be at the rate of Two hundred dollars per annum.

11. The Municipal Council of any Township, shall have authority to establish a Township Board of Common School Trustees, as now provided by Law, at the request of the majority of the School Sections of such Township, expressed at the Annual School Meeting, or a Special School Meeting, of such Sections.

12. No By-law or Resolution of a Township Council to alter the boundaries of a School Section, shall take effect before the expiration of one year from the 25th of December next, after the passing of such By-law, or Resolution, unless at the request of the majority of the Rate-payers of such Section; and, in the event of a change in the limits of a School Section, any Rate-payer in the Section affected, shall have the right to appeal to the County Superintendent, whose duty it shall be to decide whether, or not, such change shall be made, *so far as it relates to such complaining parties.*

13. On the formation, or alteration, of a union School Section, or Division, under the authority of the Fifth Section of the School Law Amendment Act of 1860, it shall be the duty of the County Superintendent concerned, forthwith, to transmit a Copy of the Resolution, by which the formation, or alteration, was made, to the Clerk of the Municipality affected by such Resolution.

14. Should such Clerk neglect, or refuse, to prepare and furnish the Map of the School Divisions of his Municipality, as required by the Forty-ninth Section of the Consolidated School Act, he shall render himself liable to a penalty, not exceeding Ten dollars, to be recovered before a Magistrate for the School purposes of his Municipality, at the instance of any Rate-payer thereof.

15. All the Common Schools shall be Free Schools; and the Trustees of School Sections, or Township Councils, and the Municipal Councils of Cities, Towns and Villages, shall, in the manner now provided by Law, levy and collect a Rate upon all the taxable property of the School division, or Municipality, to defray the expenses of such Schools, as determined by the Trustees thereof.

16. Every child, from the age of seven to twelve years, inclusive, shall have the right to attend some School for six months in each year; and any Parent, or Guardian, who does not provide that each child under his care shall attend some School, as thus of right declared, shall be subject to the penalties hereinafter provided by this Act; Provided always, that the absolute right of selecting either a Public or Private School, for the attendance of any child, shall be with the Parent, or Guardian, of such child.

17. It shall be competent for the Police Magistrate of any City, or Town, and for any Magistrate in any Village, or Township, or Town, where there is no Police Magistrate, to investigate and decide upon any complaint made by any Person against any Parent, or Guardian, for the violation of the foregoing Sixteenth Section of this Act and to impose a fine, not exceeding dollars, and imprisonment until paid, for the first wilful offence, and double that penalty for each subsequent offence, which fine and penalty shall be enforced as provided in the One hundred and fortieth Section of the Consolidated School Act; Provided always, that it shall be the duty of such Magistrate to ascertain, as far as may be the circumstances of any party complained of, and whether such alleged violation has been wilful, or has been caused by extreme poverty, or too great a distance from any School, or the child is being otherwise educated, and in either of the latter cases the Magistrates shall not award punishment, but shall report the circumstances to the Trustees of the division in which the offence has occurred.

18. The Trustees of any School Section, or Municipality, shall have the same authority to provide a Residence for a School Teacher, that they now have by Law to provide School Accommodations.

19. The Report of the School Trustees required by Law to be laid before the Annual School Meeting, shall include a summary of their procedings and state of the School during the year, together with a detailed statement of Receipts and Expenditure, signed by either, or both of the School Auditors of the Section; and in case of difference of opinion between the Auditors on any matter in the accounts, it shall be referred to and decided by the County Superintendent.

20. Should the Secretary of a Trustee Corporation neglect, or refuse, at any time to give notice of a School Trustee Meeting, it shall be lawful for any Trustee to do so, by giving notice of such Meeting to his Colleagues.

21. All moneys collected in any School Section by the Trustee Corporation, shall be paid into the hands of the Secretary-Treasurer thereof; and should the Trustees refuse, or neglect, to take proper security from such Secretary-Treasurer, they shall be held to be personally responsible for such moneys, and the provisions of the 137th Section of the Consolidated School Act, shall apply to them.

22. Any Chairman of a School Meeting, who may be elected School Trustee at such Meeting, shall make the declaration of office now required of Trustees by Law in presence of the Secretary of such Meeting.

23. Should the majority of the School Trustees, or the majority of a Public School Meeting, neglect, or refuse, in a case of difference in regard to a School Site, to appoint an Arbitrator, as provided in the Thirtieth Section of the Consolidated School Act, it shall be competent for the County Superintendent with the Arbitrator appointed, to meet and determine the matter, and the County Superintendent shall have a second, or casting, vote in case they should not agree.

24. Should only a majority of the Arbitrators appointed to decide any case under the authority of the School Laws of this Province be present at any lawful Meeting, in

consequence of the neglect, or refusal of their Colleagues to meet them, it shall be competent for them to make and publish an award upon the matter, or matters submitted to them, or to adjourn the Meeting for any period not exceeding ten days.

25. Any Division Court Judge receiving an intimation of appeal from his decision, under the authority of the One hundred and eighth, and five following Sections of the Consolidated School Act, shall thereupon certify under his hand to the Minister of Public Instruction, the statement of claim and other proceedings in the case, together with the evidence, and his own judgment thereon, and all objections made thereto.

26. *The Summer Vacations of all the Public Schools shall be from the 15th of July to the 15th of August, inclusive.*

All Acts and parts of Acts inconsistent with the provisions of this Act, as far as they shall affect this part, but not to any greater extent, are hereby repealed.

## REPORT OF A COMMITTEE OF THE ONTARIO TEACHERS' ASSOCIATION ON THE GRAMMAR AND COMMON SCHOOL ACTS.

We, the undersigned, a Committee on behalf of the Board of Directors of the "Ontario Teachers' Association," beg leave respectfully to submit for the consideration of the Members of the Association, the following Amendments to the School Bills now before the Legislature, which were proposed by the said Board at a Meeting held in Toronto, on the 29th and 30th of December, 1868, and based upon Resolutions adopted by the Association; together with a brief statement of Reasons for suggesting the Alterations:—

### Common School Bill, Number 119, 1868, 1869.

*Section 4.*—The qualifications of County and City Superintendents shall from time to time prescribed by the Council of Public Instruction, which shall determine the time and manner of Examination of Candidates, for Certificates of Qualification, and grant Certificates of Qualification; and no one not holding such Certificate of Qualification, shall be eligible to be appointed a Superintendent.

*Proposed Amendment.*—That the following clause be added to Section 4:—"And all Candidates for the Office of County Superintendent shall be required to have taught a Public School for at least five years."

It should be definitely stated that the Office of County Superintendent of Common Schools shall be filled by an experienced Teacher, as the practical knowledge acquired in the School Room would materially add to his efficiency; and the position would thus become an object of ambition to Teachers, and serve as a stimulus to a faithful discharge of duty. It would also raise the status of the profession, by presenting to men of ability, an inducement to remain therein.

*Section 5.*—Each County and City Council shall nominate from those holding the necessary Certificate of Qualification, one Person to be Superintendent of Common Schools in such City, or County, and in Counties where there are or shall be more than one hundred Common Schools, the County Council may nominate two Persons holding such Certificates to be Superintendents and prescribe the territorial limits of each, and the Lieutenant-Governor-in-Council shall appoint the Person, or Persons so nominated, to hold office during pleasure.

*Proposed Amendment.* That the first part of the Section be altered so as to read:—"Each County Council and City Board of Trustees shall nominate, etcetera."

There is not the same necessity for giving the nomination of the Superintendent of Common Schools to the City Council as to the County Council, inasmuch as the City Board of Trustees will still have the same extent of jurisdiction as the City Council; and also no abuse has been alleged of the power they at present possess.

*Section 7.*—The Salary of a County, or City, Superintendent shall not be less than at the rate of Six hundred dollars per annum, and not more than at the rate of Twelve hundred dollars per annum, and shall be paid quarterly, of which the sum of Three hundred dollars shall be defrayed and borne out of the Consolidated Revenue of the Province, and the balance shall be provided by the City, or County, Councils.

*Proposed Amendment.*—That, in the second line of Section 7 the word "Six" be changed to "Eight," and the words "and not more than at the rate of Twelve hundred dollars per annum," be left out.

It seems to us unnecessary to fix a maximum; and after deducting the travelling and other unavoidable expenses, the minimum will be far too low, to present sufficient inducements to competent Teachers to seek the position; and because there are small Counties having considerably less than the average number of Schools, where Education is in an advanced state, which would therefore require a Superintendent of high qualifications. Moreover, it appears to us that $600 is a Salary incommensurate with the responsibility connected with the Office.

*Section 9.*—Each County and City Council shall appoint a County or City Board of Examiners, for the examination and licensing of Teachers, consisting of the County Superintendent, or Superintendents, and two other competent Persons whose qualifications shall, from time to time, be prescribed by the Council of Public Instruction.

*Proposed Amendment.*—That the following be added to Section 9:—"The system of Examination to be adopted by said Board of Examiners shall be subject to the approval of the Council of Public Instruction, and the said Board shall have power to grant County Certificates other than First Class."

In our opinion, the Council of Public Instruction should have the supervision of the modes of Examination adopted by County Boards, for the sake of rendering them uniform; and because some County Boards, as at present constituted, make use of methods which do not command the confidence of those interested in such Examinations. Moreover, if the following Amendment be adopted, the Boards should have power to grant only Second and Third Class County Certificates, First Class Provincial Certificates being conferred by a Central Board.

*Proposed Amendment.*—That the following be Sub-Section 1 in Section 9:—"The Council of Public Instruction shall appoint a Provincial Board of Examiners, consisting of Members, of whom shall be County Superintendents, on whose recommendation, after due Examination, First Class Provincial Certificates of Qualification shall be granted to all Teachers who shall have taught a Public School for at least five pears, and whose efficiency as Teachers shall have been certified by a County Superintendent."

We regard it as a serious grievance that a competent and successful Teacher should be restricted to a County Certificate, which renders necessary not only a fresh Examination for each County in which he may be engaged to teach, but also repeated Examinations in the same County, while the standard of qualification remains unchanged. The establishment of a Provincial Board of Examiners would have the effect of rendering the required qualifications uniform throughout the Province, and inducing many Teachers to remain in the profession, on account of the superior and permanent standing it would give them, who now discard it, rather than be liable to such indignities. The five years' experience suggested would be a guanantee of the possession of practical knowledge by the Candidate.

*Proposed Amendment.*—That the following be Sub-Section 2 in Section 9:—"Each Candidate, at his, or her, first Examination for a Certificate of Qualification, shall deposit with the County Superintendent the sum of Ten dollars, to be paid into the Superannuated Teachers' Fund, of which Nine dollars shall be refunded in case of the Candidate's failure."

In consequence of the facility with which young persons can obtain County Certificates of Qualification, without any serious intention of either becoming, or remaining,

Teachers, there should be some security that those who come up for Examination intend to adopt teaching as a profession; and we suggest that the introduction of an entrance fee would tend to this result.

*Section 16.*—Every child, from the age of seven to twelve years, inclusive, shall have the right to attend some School for six months in each year; and any Parent, or Guardian who does not provide that each child under his care shall attend some School, as thus of right declared, shall be subject to the penalties hereinafter provided by this Act; Provided always, that the absolute right of selecting either a Public, or Private, School, for the attendance of any child, shall be with the Parent, or Guardian, of such child.

*Proposed Amendment.*—That the following be added to Section 16:—"Any Pupil, who shall be adjudged so refractory, or vicious, by the Teacher and County Superintendent that his presence in a School is deemed seriously injurious to the other Pupils, may, with the consent of the Board of Trustees, be removed to an Industrial School."

As a result of the adoption of the principle of Compulsory Attendance, every child will have the legal right to Public School privileges, and there will be found in our Schools, especially in Cities and Towns, numbers of vicious, or criminal, children, who subsist by pilfering, or begging, and who cannot be legally expelled, however serious their misconduct, or evil their influence. Some provision should, therefore, be made for training them, without incurring the risk of contaminating the morals of the other Pupils attending these Schools.

### Proposed Amendments to the Grammar School Bill.

*Section 3.*—The Grammar Schools shall be designated and known as High Schools, in which provision shall be made for teaching the higher branches of an English Education, and the Latin and Greek Languages, to those Pupils whose Parents, or Guardians, may desire it, according to a Programme of Studies and Regulations which shall be prescribed from time to time by the Council of Public Instruction, with the approval of the Lieutenant-Governor-in-Council.

*Proposed Amendment.*—That the words "and Commercial" be inserted before "Education," in the third line of Section 3, and the words "the Modern Languages," after the same word.

There is an acknowledged necessity for providing, in High Schools, for teaching not only the higher branches of an English, but of a Commercial Education, as well as for teaching such of the Modern Languages as the Council of Public Instruction may determine.

*Section 5.*—(1) No High School shall be entitled to share in the Grammar School Fund, unless it is conducted according to the Regulations provided by Law; nor unless it has an average attendance of twenty Pupils; nor unless a sum, at least equal to that apportioned from the Fund shall be provided from local sources.

(2) Each High School, conducted according to Law, shall be entitled to an Apportionment of a sum not less than Three hundred, and not more than One thousand, dollars per annum, according to the average attendance of Pupils, and the length of time each High School is kept open, as compared with other High Schools; which sum, together with, at least, an equal sum provided from local sources, shall be expended in payment of Teachers' Salaries for the then current year.

*Proposed Amendment.*—That Sub-Section Number 1 read as follows:—"No High School shall be entitled to share in the Fund unless it is conducted according to the Regulations provided by Law, nor unless it has a daily average attendance of twenty Pupils; nor unless a sum at least equal to that apportioned from the Fund shall be provided from local sources; and the Apportionment from the High School Fund to each School shall be made in accordance with the daily average attendance of the Pupils of that School during the current half-year."

According to the present Grammar School Regulations and those proposed by the High School Bill before the House, the Legislative Grant to each Grammar School is made on the daily average attendance of the preceding year, so that, should a Teacher leave his situation, he may not receive the pecuniary results of his efficiency, or inefficiency, to which he is in equity entitled, and which might, under the contemplated arrangements, acrue to his Successor. It is well known, that, in many cases, the Legislative and School Grants for the current year constitute the whole of the Teacher's Salary, and, in most cases, it is determined by the Legislative Grant of the year last past. As a necessary consequence of the adoption of this suggestion, the Apportionment must be made in accordance with the daily average attendance during the current half year, so as to admit of the Grant being given half-yearly.

*Section 6.*—Each Grammar School already established, and now in operation, shall be held to be a High School, according to the provisions of this Act, and, as far as the Fund will permit, it shall be lawful for the Lieutenant-Governor-in-Council to authorize the establishment of additional High Schools upon the conditions prescribed by this Act; and the preliminary examination of Pupil Candidates for admission into the High Schools shall be made by the County, or City, Superintendent, on whose Certificate of qualification Pupils shall be eligible for admission to the High School; Provided, nevertheless, that the Pupils already duly admitted as Grammar School Pupils, according to Law, shall be held eligible without further examination for admission as Pupils of the High Schools; and provided, furthermore, that Pupils from any part of the County in which a High School is, or may be, established shall be admitted to such School on the same terms as Pupils within the Town, or Village, of such School, upon the condition always that the Council of such County shall contribute *pro rata* towards raising the sum, or sums, required by Law to be provided from local sources to entitle such High School to share in the Grammar School Fund.

*Proposed Amendment.*—"That the Examinations for the admission of Pupils into the High Schools be conducted by a Board, consisting of the County Superintendent, the Chairman of the Public, or High, School Board, and the Head Master of the High School."

While we acknowledge the necessity for a change in the mode of examining Pupils for entrance into the High Schools, it is feared that the one proposed in the present Bill may act prejudicially to these Schools, by placing the examination solely in the power of an Official who is chiefly interested in another class of Schools. By making the County Superintendent a Member of the Board, the interests of the Common Schools will be guarded; and by the admission of the High School Master, those of the High Schools; while the Chairman of the Public School Board will be one who will have at heart the welfare of the Common and High Schools.

*Section 9.*—And whereas it is desirable to encourage the establishment of superior Classical Schools; it shall be lawful for the Lieutenant-Governor-in-Council to confer upon any High School, in which not less than four Masters are fully employed in teaching the subjects of the prescribed Curriculum, and in which the daily average of male Pupils studying the Latin, or Greek, language, shall not be less than seventy, the name Collegiate Institute; and towards the support of such Collegiate Institute, it shall be lawful for the Lieutenant-Governor-in-Council to authorize the payment of an additional sum, at the rate of, and not exceeding Seven hundred and fifty dollars per annum, out of the Superior Education Fund, provided under the authority of the Tenth Section of the Consolidated Grammar School Act, Twenty-second Victoria, Chapter Sixty-three.

*Proposed Amendment.*—That the word 'four,'' in the fourth line of Section 9, be changed to "three," and the word "seventy," in the seventh, to "sixty."

If the number of Masters and Pupils proposed in the Bill were retained, the prospect of any High School being able to benefit by this provision would become remote;

therefore, to render it effective, it is suggested to reduce the number of Masters to three, and of Pupils to sixty.*

S. S. Nelles, D.D.,
President, Ontario Teachers' Association,
A. McMurchy, M.A.,
John Seath, B.A.,
William Anderson,
Samuel McAllister,
Committee.

## WITHDRAWAL OF THE SCHOOL BILLS OF 1868 FROM THE HOUSE OF ASSEMBLY, AT THE REQUEST OF THE CHIEF SUPERINTENDENT OF EDUCATION, 1869.

So many and great were the changes which the Grammar and Common School Bills underwent in the Select Committee, and in the House of Assembly, that, at the request of the Chief Superintendent of Education, they were withdrawn by the Attorney-General, with a view to their reconsideration, before submitting them again to the House of Assembly at the next Session of the House.

In withdrawing these Bills, the Honourable the Attorney-General, (J. S. Macdonald), addressed the House as follows:—

The recent discussion in the House had shown that the Common School Bill, which had been prepared as the result of years of experience and of observation, and with a desire to advance the cause of Education, had not received that treatment at the hands of the House which the Government had reasonably expected that it would. He had referred last last night to the liberty which had been granted to all Members of the House to propose Amendments, but it was evident that there was a want of approbation to the views expressed in the Measure. The Chief Superintendent had reason to believe that, at the large number of meetings, a large share of accord and approval was expressed in reference to the views he expressed. The result of his labours, and of the proceedings of the Committee of last Session, were found in the Measure before the House. The Chief Superintendent asked the Government to assist him in his endeavour to advance the position of the Common and Grammar Schools of the Province. The Government had the fullest confidence in the venerable Gentleman, and the Country also, he believed, had confidence in him. The question of Education was most intricate, and the manner in which he had treated the question evoked high admiration for his talents. They felt that he had laboured assiduously and industriously to give such a System of Education to the Country as had made it an example to other Countries, and the manner in which he has introduced improvements in the System of Education had had the result, that even the distant Colony of Australia had adopted that System. These improvements might, or might not, be appreciated by the House,—it was not the fault of the Government. The responsibility rested upon those Members who had rejected the proposed alterations. He took it for granted that there should be no element of party spirit introduced into the discussion of such a Measure. Although the Government had consented that there should be perfect liberty to every Member to make alterations in the Bill, the alterations which had been made in reference to some portions were of a most important character, and defeated the very purpose of the Bill. An effort had been made to give a higher character to the School Education of the Country, but the House had not responded to it in a liberal spirit, and was not

* When the Chief Superintendent of Education fixed upon the standard of a Collegiate Institute in the draft of the High School Act, he took that of the Galt Grammar School, which had at the time of drafting the Bill, four Masters, and seventy Pupils in attendance.

prepared to pass the Measure as introduced. The Government felt that unless these Bills were passed without their usefulness being marred, that they would not be calculated to be of advantage to the Country. The Education Bill did not touch at all party, or Religious, feelings, and the Government felt that a small majority was not either what the Government, or the Chief Superintendent, desired. He made these observations with regret, because these Bills were introduced with a desire to promote the Education of the Country. The House, however, had not considered them desirable, and it only now remained for him to announce the course the Government would pursue without keeping them in suspense. He hoped that the honourable Members of the House would not have any cause to regret the course they had adopted of throwing away an opportunity of carrying out the plans of the Chief Superintendent. If there had been any cause to doubt the past career of the venerable Chief, that he was not heart and soul in the cause of Education, and if he had at the time left any other impression than that he was desirous of promoting the Education of the People and the welfare of his Country, the treatment the Bill had received might be ascribed to some other cause. But he would have the satisfaction of knowing that no charge had been pointed at him, as to his wishing to secure on his part anything in the shape of advantage; on the contrary, he believed that he would leave a name that would be preserved in their memories so long as they lived as the name of one that had raised their School System to a place among the best in the world. But he could not agree that the Measure should pass the House in its present state, and he, therefore, wished it withdrawn. The Government could not but regard the wishes of the Chief Superintendent, and, therefore, he moved that the Bill be now discharged.

The order was then discharged.

THE GRAMMAR SCHOOL BILL ALSO WITHDRAWN.

Attorney-General Macdonald said the same remarks, which he had used, would apply, in a certain degree, to this Bill. And at the request of the Chief Superintendent, he moved that the order for it be also now discharged.

## MISAPPREHENSION ON THE PART OF THE PUBLIC IN REGARD TO THE REAL CHARACTER AND OBJECTS OF THE GRAMMAR AND COMMON SCHOOL ACTS OF 1868, 1869.

The adverse comments in the House of Assembly on the two School Bills laid before it, and to which the Attorney-General referred, in withdrawing them, were reechoed in many of the Newspapers, especially in the *Toronto Globe*. In order, therefore, to give full information on the subject, and to correct these misapprehensions, the Chief Superintendent of Education addressed the following Letter to the Editor of that Paper:—

In late numbers of your Paper, and especially that of this morning, there are several Communications respecting the Grammar and Common School Bills now pending before the Legislative Assembly, some of those Communications strongly reflect upon myself, and are written under a misapprehension of several provisions of the Bills to which they refer.

Under these circumstances it has occurred to me that some remarks from myself on certain provisions of these Bills might remove misapprehensions and be useful to the Public.

I remark as to the need of legislation at all, that experience has discovered defects and suggested improvements in our Municipal Laws and in those relating to every branch of Civil and Criminal Jurisprudence, as well as of Civil Government. The School Law is no exception; and it becomes the special and required duty of the

Administrator of it to examine into the working of the School Laws in the different Countries, in connection with those of our own Country, and submit to the Government and Legislature, from time to time, the results of his inquiries and experience. In 1866-67 I made my last Tour of Inquiry into the present state and working of Public Systems of Education in Foreign Countries, and last year presented to the Government, to be laid before the Legislature and the Public "A Special Report of the Systems and State of Popular Education on the Continent of Europe, in the British Isles, and the United States of America, with practical suggestions for the Improvement of Public Instruction in the Province of Ontario." At its last Session the Legislative Assembly appointed a large Select Committee, consisting of more than twenty of its Members, to consider my written suggestions and personal recommendations on the subject; the Grammar and Common School Bills, as printed before the close of the Session were the result of the protracted deliberations of that large Committee. But as objections and misunderstandings were understood to exist in the minds of many Persons throughout the Province in regard to several provisions of these Bills, the consideration of them was deferred by the Legislative Assembly until its present Session. In the meantime, I appointed a time and place of a School Convention in each County of Ontario, to meet and confer with all Persons who might desire to attend, on the subjects of these School Bills, to consider their suggestions. In the Appendix B of my last Annual Report, (pages 51-66), now in the hands of the Members of the Legislature, and before the Public, the Proceedings and Opinions expressed at these Conventions are given, and the present School Bills, with some additions and modifications in regard to some provisions of these of last year are also given.

I think there is no example in this, or any other, Country of so varied and extensive a preparation and consultation having taken place, in respect to any proposed Legislative School Enactments. Yet after all, there are men in almost every locality, who take their own opinions from their own neighbourhood standpoint; there are others who wish to make legislation subservient to their personal purposes; there are others who are opposed to all progress, unless it be spontaneous and gratuitous; while there are others who are afraid of any improvements, lest they involve undue changes. But I have found the great mass of the community of all classes anxious for progress, and ready to adopt what appear to be the best means for intellectual and social advancement.

Next, as to the mode of legislation, it has been said that the whole School Law should be consolidated into one Statute,—that having several Acts makes it difficult for parties concerned to understand and administer the School Law. On this I may remark, that Laws are only consolidated after the successive Acts on the subject have been tried and found, upon the whole, to be satisfactory and complete, at least for the time being. The School Acts were consolidated in 1859. Since then a Common School Improvement Act was passed in 1860; the Separate School Settlement Act was passed in 1863; and the Grammar School Amendment Act was passed in 1865. There are, therefore, but two Statutes in existence respecting Common Schools, and two in respect to Grammar Schools; and in the printing of these Acts by the Education Department for the use of local School Authorities, the provisions of both Acts on the same subjects are incorporated, printed on the same pages, with the requisite Notes and Forms, and a copious Index at the end; so that they are as simple and convenient for School Superintendents, Municipal Councils and Trustees, as if they consisted of a single Statute. The same method will, of course, be pursued in printing the School Acts, with the pending School Bills, on their becoming Law, for the use and convenience of School Authorities.

Then I notice objections made to the union of Grammar and Common School Boards of Trustees, and to making Members of Grammar School Boards elective. On this I may remark, that two-thirds of these Boards have already been united by the voluntary action of the parties concerned; and out of the 100 Grammar Schools, the Boards of

67 of them have united with the Common School elective Boards in their respective localities, in order to support the Grammar Schools, and to which union with elective Boards, most, if not all of these 67 Grammar Schools owe their present existence. And it is in the remaining 33 Grammar Schools, where the Board of Trustees are separate, that jealousy and diversity of interests exists, and in some Towns, as in St. Catharines, and smaller places, even mutual antagonism and hostility.

In the Cities of Boston and New York there were formerly two School Boards,—the one for the Primary Schools, the other for the Classical Schools. Diversity of interests, mutual hostilities existed, until both Boards were blended into one elective Board, in charge of all the Public Schools. The result has been the removal of all antagonism, and diversity of interests, and the advancement of the High and Classical Schools to a degree of efficiency to which they never before attained, and some instances to a degree of magnificence, which is the pride of the Citizens and the admiration of Foreign Visitors. The experience of Canada also shows that, where there are two School Boards, there is a diversity of feeling and interest, the one interest suffers in rivalship with the other. Where two Boards are united into one there is more of identity and unity of corporate action, but there are still elements of weakness and discord from the discordant method of constituting such Boards. Such Boards should, therefore, be consolidated into one, and not merely a voluntary union of diverseiy constituted parts. But still,—not from my own conviction, but in deference to the opinion and wishes of intelligent parties, I propose in the pending Grammar School Bill, that the Municipal Councils which have to provide the means of supporting the Schools, shall have a representation in the School Boards, and those desiring it can nominate on such Boards, Clergymen and others, who would be useful Members, but who would not undergo the ordeal of popular election.

I agree with those who have opposed elective Boards for High, as well as Common, Schools, that the composition of such Boards may not be improved. I believe appointments to them by County Councils have been judicious. The defect of these Boards has not been in their composition, but in their powerlessness to raise funds, according to the principles of our free Government, it is only those who are elected by Tax payers that can be invested with power to impose Taxes upon the People for any purpose whatever; and experience shows us, that ,without such power, Grammar Schools, any more than Common School, cannot be efficiently supported.

It has been objected by one Writer that the Grammar School Fund should not be distributed according to the average attendance of Pupils. I observe that this principle of distribution, which has produced such a marvellous improvement in our Schools, in regard both to the attendance and to the time of keeping them open, has been adopted from Canada into both the States of New York and Massachusetts. Nothing can be more equitable and stimulating than that each School should receive aid according to the work done,—a principle which places the smallest Village upon a level with the largest Town. But, in order to favour the smaller Towns and Villages, the maximum Grant to any School has been fixed at $1,000,—a provision which will take several hundred dollars from each of some of the larger City and Town Grammar Schools, and add so much in aid of Grammar, or High Schools, in smaller places.

It has been objected, that the Programme of Studies for the Public Schools should be prepared and published before the passing of the Acts which authorize the publication of such Programmes,—a proposition without precedent in Canada, or any other Country, and absurd in itself. The Statute prescribes the subjects; but the manner and detail of teaching the subjects has never formed a part of any Legislative enactment in any Country, much less precedes it. The Programme and Regulations, which may be prepared by the Council of Public Instruction, must be sanctioned by the Governor-in-Council,—the responsible Government of the Country.

I will not here advert to some other less important objections and suggestions respecting the Grammar School Amendment Bill,—a Bill which I believe, as I intend,

will not extinguish one Grammar School in Ontario, but will help every one of them, and multiply their number in Villages and large neighbourhoods, where they do not now exist.

In regard to the Common School Bill, I prepared a Memorandum accompanying the Draft of it, stating the ground on which its principal provisions and modifications have been recommended.* That Memorandum has been laid before the House, and ordered to be printed.

In respect to one point, on which fear and anxiety have been expressed, I trust and intend, so far as I am concerned, that the conditions of Certificates of Qualifications to Candidates for the Office of City and County Superintendents, to be prescribed by the Council of Public Instruction, with the sanction of the Governor-in-Council, will be such as to secure the continued services of meritorious City and County Superintendents, who have earned a good degree by their long and valued labours in those Offices.

I have only to observe, in conclusion, that I have no personal interest whatsoever in either of the School Bills before the Legislative Assembly, except to make the School System as perfect, and as acceptable to the Country, as is in my power, with the consciousness that those Bills will, if they become Law, impose an immense deal of additional labour upon me, at least for several months to come,—an additional labour which I am prepared to bear, and which is my only source of apprehension as to the results of the Measures submitted.

TORONTO, November 27th, 1869. EGERTON RYERSON.

NOTE. In a subsequent explanatory Letter also to the Editor of *The Globe*, the Chief Superintendent of Education remarked further upon certain details of the School Bills, which were laid before the House of Assembly, but which were deferred until the next Session of the House. I do not think it is necessary to insert this Letter, as its contents are practically embodied in the Memorandum on the School Bills prepared by the Chief Superintendent. See page 18.

## CHAPTER IV.

## FINANCIAL CORRESPONDENCE WITH THE DEPARTMENTS OF THE GOVERNMENT, 1869.

NOTE. The Correspondence inserted in this Chapter is taken from a Return moved by Mr. Blake on the 8th of January, 1869. It consisted of One hundred and fifteen Letters and Documents. I only insert here such of them as formed part of the Correspondence with the Treasury and Public Works Department, and as had to do with the practical financial administration of the Education Department. Other parts of this Return, relating to the Salaries, and allowances (for special services,) are inserted in Chapter X of Volume XXI.

1 LETTER FROM THE PROVINCIAL TREASURER TO THE CHIEF SUPERINTENDENT OF EDUCATION.†

I have the honour to inform you that, from the 31st of December last, payments will be made, in respect of Education Grants, directly to the parties, as near as may be, by the Cheque of the Provincial Treasurer.

* This Memorandum is printed on page 18 herewith.

† This Letter is inserted on page 148 of Volume XXI., as its contents led to a "Crisis in the Education Department." It is inserted here, as it has to do with the practical financial administration of the Education Department, and the subsequent Correspondence with the Treasury and Public Works Departments of the Executive Government.

*Common and Separate Schools.*—On receiving from the Chief Superintendent of Education a Statement of the Apportionments to each County, the Treasurer's Cheque will be drawn for the several amounts payable to the Treasurer of the respective Counties, Cities, Towns and Villages. These payments will be made on, and after, the 1st of July in each year.

*Poor Schools.*—This Grant will be paid in the same manner, on receipt of the certified Apportionment from the Chief Superintendent of Education.

*Grammar Schools.*—This Grant is payable half-yearly on the 1st of July and the 31st of December, respectively. The distribution will be made by the Cheque of the Treasurer on the certified Apportionment of the Chief Superintendent.

*Educational Depository.*—The Salaries, under this head, are included in the Pay List. It appears that purchases are made, some in Montreal, some in England, and some in Toronto. On receipt of the original Invoices of purchases, certified by the Chief Superintendent to be correct, the Treasurer's Cheque will issue in favour of the parties entitled to be paid. In the case of a party residing in a foreign Country, a Warrant will issue to the Treasurer who will purchase the necessary Exchange Bills.

*Museum and Library.*—The Grant for this service will be dealt with in the same manner.

*Superannuated Teachers.*—I do not understand fully the Regulations which have been made by the Council of Public Instruction, with reference to the payment of Superannuated Teachers. I am informed that the Teachers are quite numerous, that the payments are small, and are professed to be made half-yearly. For the present, therefore, I propose that the Chief Superintendent of Education shall, from time to time, send to this Department a Certificate, showing the names of the parties, and the amounts each is entitled to be paid, upon which a Warrant will issue in favour of the Chief Superintendent for the aggregate amount, who, after his distribution of the money, shall send to this Department Vouchers of payment.

*Journal of Education.*—The Grant in respect of this service will be paid as follows, videlicet:—$33.33 will be included in the Monthly Pay List for Editing. The residue of the Grant will also be paid monthly, in sums of one hundred and sixteen 33-100 dollars on the original Accounts, properly certified, being sent to this Department.

*Grammar School Inspector.*—This Grant will be paid by, and included in, the Monthly Pay List. The Inspector, in case of absence from Toronto, can appoint an Attorney to discharge the Pay List as far as regards himself. It is suggested that some Officer in the Education Office would be most convenient to act in that capacity.

The Grant for County Common School Superintendents is void, as no Act was passed authorizing the Expenditure necessary for that service, as was contemplated would be done when it was placed in the Estimates. It should also be borne in mind that the Grant for Grammar Schools is in fact only $55,000, as $2,000 was placed in the Estimates originally in expectation of a new Grammar School Act, and as those expectations have not been realized, the additional $2,000 will fall through.

*Normal and Model School Contingencies.*—The detailed Estimate of these Contingencies shows, that, with the exception of $80 for the Reverend Doctor Ormiston, (which I propose to pay half-yearly, upon his requisition, certified by the Chief Superintendent), they are, (with the exception of Apparatus and Books,) for repairs to the Buildings. It is proposed that these repairs shall be under the supervision and control of Mr. Kivas Tully, the Government Architect. Accounts for expenses incurred under his direction will, upon being certified by the Chief Superintendent, and approved of by the Commissioner of Public Works, and forwarded to the Treasurer, be paid, subject, of course, to the same course of Audit and routine as all other Accounts. And the payment shall be made by Cheque in favour of the parties entitled to it, or to their Attorneys at the Treasury Department in the usual way.

*Contingencies of Education Office.*—The Postage Account, on being certified by the Chief Superintendent, and sent to this Department, will be paid directly to the Post-

master; Printing, the same; Fuel, the same; School Manual, the same. The other items of Contingencies, involving, as they do, very small payments, may be paid by issuing an accountable Warrant to the Chief Superintendent, who will furnish, at the end of every month to this Department, an Account, and Vouchers for payment made under it. It may also be convenient that a similar Warrant should issue for petty payments, in respect of the Normal and Model Schools and the Depository.

Referring to your Letters of the 2nd and 22nd instants, I have to say, in view of the foregoing Regulations, that you will be good enough to send to this Department the proper papers for the payment of $1,500, in *re* Library and Museum; $6,000, in *re* Libraries, Maps and Apparatus; $3,000 in *re* Normal and Model Schools, and $500, Office Contingencies. I have mentioned the mode in which the *Journal of Education* and Grammar School Inspection will be paid.

TORONTO, 23rd January, 1869. E. B. WOOD, Treasurer.

II. REPLY TO THE FOREGOING LETTER BY THE CHIEF SUPERINTENDENT OF EDUCATION.

1. On the eve of my departure from Toronto to visit the various Counties of Ontario, with a view of holding consulting School Conventions on proposed amendments in the Grammar and Common School Laws, I received your Letter of the 23rd of January, containing sundry directions as to the mode of paying School Moneys, and involving a total change in the whole system on which I had administered this Department during more than twenty years. From the intimations made by the Honourable the Attorney General, I did not anticipate such a change of system during my administration of the Department, and especially as no consultation had been had with me, nor any intimation given to me on the subject. In any of the several changes proposed at different times by the Government, or Mr. Langton, the Auditor, in regard to the mode of payment and accounting for School Moneys,—he conferred upon the subject, or intimated the changes beforehand, and made them prospective. I was expecting Mr. Langton would have made some new recommendations before the completion of Confederation, as he did not seem to be satisfied with his own methods, after two or three years' trial of them. But some of your directions as to the modes of paying School Moneys, I could not reconcile with the 106th, (15th clause), and 120th Sections of the Consolidated School Act; and I entertained painful apprehensions as to the difficulties and inconvenience to various parties in carrying them into effect. But, as they were ordered by the Lieutenant-Governor-in-Council, I wrote to Mr. Hodgins to obey them faithfully; and I was gratified to learn from him that an arrangement had been made between him and your Chief Clerk,—with your sanction,—in regard to carrying out the details of your Instructions, which obviated some of the most serious inconveniences that I had apprehended.

2. I learn by your Correspondence with Mr. Hodgins, that the Order-in-Council, on which your Instructions have been based was passed in February, 1868. I regret that I had not been made aware of it, as I would have made preparations during the year for the contemplated change of system, without being taken by surprise, or having been required to make it retrospective.

3. I assume that the object of the new system is the safety of the public money, and economical efficiency in the Education Department. In regard to the former, I may remark that every sixpence of the public money which has ever been placed under my control has been duly accounted for; and in regard to the latter, as the Department is not a new one, like the other public Departments, but has been gradually matured and in operation more than twenty years, a comparison may be instituted in regard to the economy and efficiency of every change between the new and old system. This it may be proper for me to do, for the information of the Government, and as a matter of justice to myself, and especially from the consideration that I do not expect to continue long in the administration of the Department. [As an example of the old

system of economy practiced by the Education Department, as compared with the new system, see paragraphs numbers eight to ten of this Letter on page 36].

4. In regard to the printing, to which you allude, the Report of the Select Committee of the Legislative Assembly shows that the printing for this Department was formerly done on more advantageous terms than by the Queen's Printer; and, since your Letter of Instructions, the examination and reports of Mr. Hodgins have led to reductions by the Queen's Printer on the amounts paid him by you, so as to reduce the present charges for printing and paper to nearly the scale on which I had got the printing of the Department done in past years. But, I apprehend the charges for Stationery are still higher than those which I have heretofore paid. I have not, indeed, been able to obtain from the Queen's Printer specimens of the different kinds of Stationery furnished by him with the prices, though I have sent Doctor May to him for that purpose, and although the Deputy Superintendent has written and sent to him repeatedly, requesting them. Some weeks since, I showed the Honourable the Attorney-General a copy of an earnest and remonstrating Letter addressed by Mr. Hodgins to the Queen's Printer on the subject, dated the 18th of February. I understood that the matter would be attended to without further delay. On the first of the present month, Mr. Hodgins addressed another Letter to the Queen's Printer, calling attention to his previous applications and Letter, for specimens of Stationery, and the prices, but without effect. To the present hour not even the receipt of the Letters has been acknowledged; and I am wholly ignorant of the prices charged against me for Stationery, of which so large a quantity is required for the various services in the Department. I have reason, however, to fear that the prices are higher than those at which I have procured Stationery for the Department in past years. In one instance last Autumn the price of several reams of foolscap Paper was marked in pencil; and it was nearly twenty per cent. higher than I had been accustomed to pay for Paper for the same purposes. The supply of brown wrapping Paper for the Depository, obtained through the Queen's Printer, was also higher than I have been accustomed heretofore to pay for the same kind and quality of Paper; and, although the price, (on my representation), has been reduced ten per cent., it is still twelve per cent. higher than the Canadian Manufacturers, who have supplied the Department in past years, offer now to supply us with the same Paper.

5. I beg now to direct your attention to another branch of the Contingent Expenses of the Department, under the new system. In your Letter of Instructions you direct that the repairs of the Buildings shall be under the supervision and control of Mr. Tully, the Government Architect. "Accounts for expenses incurred under his direction will, upon being certified by the Chief Superintendent, and approved by the Commissioner of Public Works, and forwarded to the Treasurer, be paid, subject, of course, to the same course of audit and routine, as all other Accounts, and the payment shall be made by Cheque in favour of the parties, or to their Attorneys at the Treasury Department in the usual way." A few days afterwards I was informed by a Letter from the Board of Public Works, that "no alterations, or repairs, are to be made to the Buildings, or Furniture, under your charge, except under the authority and by the direction of the Architect and Engineer of the Public Works. When any alterations, or repairs, are desired, a Requisition must be furnished to this Department, specifying the same, when, if deemed proper, they will be undertaken by order of the Department. If any such alterations, or repairs, are made, except in the manner indicated, the charge and expenses thereof will not be allowed."

6. Acting according to these directions, I applied to have a broken chair in the Normal School repaired, or replaced by a new one. The Architect and Engineer of Public Works examined the broken chair, and ordered another, but at what price I know not.

7. I applied to have the Steam Boilers and Engines of the Heating Apparatus examined and cleaned; but Mr. Tully, the Architect, replied that the Person in charge

of the Boilers could attend to it. On this, as I, from motives of economy, had not incurred the expense of employing a skilled Engineer to take charge of the Boilers in question, but had employed the Gardener to do that work in the Winter, and who, though an intelligent and trustworthy man, was not acquainted with the internal construction of Steam Boilers, or competent to repair them, I employed, as formerly, Mr. George Harding, who had, by contract, fitted up the Engines, to examine and cleanse them, which he did at a charge of probably three, or four, dollars, but which Mr. Tully disallowed, though he has since authorized Mr. Harding to oversee all the repairs required for the Engines in both Buildings.

8. Again; some repairs being required in the Girls' Model School, I caused, as in past years, an estimate and specifications of the repairs required to be made by Mr. John Rogers, Carpenter, who has been for some years mostly employed to do such jobs. The Estimate handed in by him was $10.70. I made the requisite application to the Board of Works, and Mr. Tully employed another party to do the work, the charge for which was $35.50; and the Account was sent to me for my Certificate as to its accurateness. I could certify to the work done, but I could hardly be expected to certify to the accuracy of a charge which was more than three times as much as we could have got the same work done for under the old system, which had been superseded. Since then, Mr. Tully has given Mr. John Rogers, (I believe an honest man), a general order to do all the repairs required.

9. Thus the same persons,—the one to keep in order and repair, when required, the Steam Engines and Pipes, the other to repair the Buildings,—whom I have employed in past years, are now employed by the Architect and Engineer of the Board of Public Works, but without my being able to have the work overseen, as heretofore, or an Estimate of its expense made before ordered, and thus controlled.

10. Furthermore, an Account, amounting to $25, by Mr. George Fox for removing snow from the roofs of the Buildings, was enclosed to me from the Board of Public Works Department for my Certificate. Such work had always been done by our own labouring men, and, of course, without any specific, or additional, charge. As I had made no Requisition for such work, and knew nothing of it, I caused enquiry to be made, and learned that on our men proceeding one day to remove the snow from the Buildings, Mr. George Fox appeared, and told them that he had been ordered by Mr. Tully to remove the snow from the Buildings. It is for that the charge of $25 is made, —at the rate of $2.50 a day for each man during the time specified. In order to prevent damage to the roofs by walking on the Slates, a requisition for boards with steps to lay across the Roofs had been sent in to the Board of Works Department.

11. During the late Session of the Legislature, you required me to make an Estimate of the expenses of repairs, etcetera, to the Buildings, and proposed the reduction of it. But I do not think that I should be held responsible for expenses over which I have no control, or be liable to censure, when the Public Accounts are presented and discussed during the next Session of the Legislature, if a discrepancy should appear between my last Estimate of the expenses of repairs, etcetera, and the expenses actually incurred under the new system.

12. I understood, indeed, in a conversation some weeks since on the subject with the Honourable the Attorney-General, that the expenses of the repairs of our Educational Buildings would not be charged against the Department, but would be included in the general charges for the repairs of Public Buildings. If I am correct in that understanding, I am, of course, happily relieved of all responsibility for such expenses, and, therefore, the Estimate you required me to make is without application.

13. I have thus deemed it right and proper to inform you of the working of your directions, in regard to the Contingent Expenses for the repairs of the Buildings, etcetera, believing, as I do, that the present system, while it is less prompt and under less oversight, is less economical than the one previously in operation.

14. As to the mode of paying moneys, Accounts, etcetera, I find no inconvenience under the modifications and arrangements agreed upon between your Chief Clerk and Mr. Hodgins, and sanctioned by you.

15. On the several departmental matters discussed between you and Mr. Hodgins, during my absence, I need not further remark, as Mr. Hodgins has clearly stated and explained them to me.

16. In conclusion, I may remark that I, at first, felt your Letter of directions, without the slightest previous intimation, changing the whole system of paying moneys and administering the Department, as the Law had provided and been administered for many years, as a virtual condemnation of my past departmental administration; and I should have received it as an indication of the loss of friendship and confidence on the part of the Government towards me, had it not been for the kindest assurances of individual Members of the Administration, and had not the official Letter of the Honourable the Provincial Secretary, dated the 30th January, relative to my previously proposed resignation, conveyed expressions of consideration and kindness on the part of the Government in regard to my services and relations for which no language could too strongly express my obligations of thankfulness and gratitude. Under such circumstances, I cannot doubt the kindly feeling of the Government towards me personally, and I have accepted your Letter as simply declaring a change of system, which it is my duty, as it is my aim, to carry out to the best of my ability.

TORONTO, 30th April, 1869. EGERTON RYERSON.

I. THE SECRETARY OF THE PUBLIC WORKS DEPARTMENT TO THE CHIEF SUPERINTENDENT OF EDUCATION.

I am instructed by the Commissioner of Public Works to inform you, that no alterations, or repairs, are to be made to the Buildings, or Furniture, under your charge, except under the authority, and by the direction of the Architect and Engineer for the Department of Public Works. When any such alterations, or repairs, are desired, a Requisition must be forwarded to this Department, specifying the same, when, if deemed proper, they will be undertaken by order of this Department. If any such alterations, or repairs, are made, except in the manner indicated, the charges and expenses thereof will not be allowed.

TORONTO, February 8th, 1869. WILLIAM EDWARDS, Secretary.

II. THE ARCHITECT OF THE PUBLIC WORKS DEPARTMENT TO THE DEPUTY SUPERINTENDENT OF EDUCATION.

I am directed by the Commissioner of Public Works to acknowledge the receipt of your communication of the 15th instant, respecting the cleaning of the Steam Boilers in the main Building, and, in return have to state, that the same should be performed by the Person in charge of the Boiler, as usual in such cases.

TORONTO, 17th February, 1869. KIVAS TULLY, Architect and Civil Engineer.

III. THE DEPUTY SUPERINTENDENT OF EDUCATION TO THE ARCHITECT OF THE PUBLIC WORKS DEPARTMENT.

I have the honour to acknowledge the receipt of your Letter of the 17th instant.

The Requisition which I enclosed to the Honourable the Commissioner of Public Works on the 15th instant, was one which I had submitted to the Honourable the Provincial Secretary, to know if it came under the Letter of Instructions from the Board of Works Department, seeing that the Person in charge of the Boilers is not an Engineer. He said he thought it did; and I enclosed it accordingly.

The Person in charge of the Boilers is the Gardener of the Normal School grounds, and who, aided by the labouring man, has attended to them these three years; but we could not entrust such a matter to him; and, therefore, on receipt of your Letter, employed Mr. Harding to attend to it.

As the Requisition enclosed to you involves expense, it has to be filed in this Department. Please, therefore, to return it for that purpose.

Toronto, 24th February, 1869. J. George Hodgins, Deputy Superintendent.

IV. Letter to the Provincial Treasurer from the Deputy Superintendent of Education.

Herewith I have the honour to transmit certain Accounts requiring payment, accompanied by the usual schedule.

Owing to the fact that the Parliamentary Grant of 1868 for Maps, Apparatus, Library and Prize Books was exhausted before the end of the year, we had, (as explained to the Education Committee of the House of Assembly), to instruct Mr. Potter, our Agent in London, to pay certain of the Invoices according to the order of receipt of the shipment to us, sent him from time to time, in order to keep faith with the Publishers, and to secure to the Department the extra discount, to which we were entitled under the arrangements which I made with them while in England in 1867.* The Agent's Commission and Charges for doing so, amount to less than the extra discount which has been allowed to the Department for prompt payment by him. The invoices of these Publishers, who did not allow us this extra discount were left over, and are now enclosed for payment to your Department.

The increased Grant of this year will render it unnecessary for us to pay any more of the Invoices hereafter received, through our Agent. They will, therefore, be enclosed to you for payment from time to time, as received and checked.

Toronto, 6th March, 1869. J. George Hodgins, Deputy Superintendent.

V. To the Provincial Treasurer from the Deputy Minister of Education

I have the honour to call your attention to a great practical inconvenience in the present mode of paying Customs Duties and Freight Bills on behalf of the Educational Depository.

As a general rule, the articles ordered for the Depository take full time to arrive in Toronto. The Boxes, etcetera, belonging to each shipment do not invariably arrive together,—days sometimes intervening between the arrival of the first and last consignment. The rule of the Custom House is not to pass single Boxes; but to enter and pass the whole of each shipment together. This is the more reasonable, (although often inconvenient to us,) because the articles mentioned in a particular Invoice, may, in some cases, be packed in several Boxes and not in the one which might have arrived, and which we would be able to pass.

When we get notice of the arrival of each English shipment, and while it is on the way, we can, (as was done with the last shipment,) certify the same in advance which may be payable to the Custom House, and thus, if the Order-in-Council be promptly passed, be able to pay the Duty on the arrival of the Boxes. The case is different, however, with our American orders. The English orders are shipped to us in consignments of not less than five Boxes at a time; but the American orders come each publisher, singly, as required, the duty on each Box, it may be, not exceeding $5 or $6, while on the English Boxes it generally amounts to $40 or $50. Were we in a position to pay this Duty, as the Boxes arrive, the business of the Depository would be greatly facilitated; promptitude in the receipt and despatch of Books, etcetera, would be promoted, and the convenience of all parties secured.

* For details of this arrangement with the Publishers in England and the United States, see Chapter I. of the Nineteenth Volume of this Documentary History.

We are also, I may mention, under obligation to pay the amount of each Invoice on receipt of the Books, etcetera; should any delay occur in the receipt of the Boxes, a corresponding delay will occur in the payment of the sums due.

The remarks which I have made above, apply, and, even with more force, to the payment of Freight Bills; for, in this case, we cannot tell until the actual arrival of the Boxes, what the Freight will be; and the Shippers, etcetera, are averse to delivering the Boxes until the Freight is paid.

I would, therefore, respectfully request that an accountable Warrant for $500 be issued for this service, as in the case of Contingencies,—the account of the Expenditure, with Vouchers to be sent in at the end of each month.

TORONTO, 20th March, 1869. J. GEORGE HODGINS, Deputy Superintendent.

NOTE. The Warrant for $500 was issued, as intimated in a Letter from the Treasurer of the 3rd of April.

VI. To the PROVINCIAL TREASURER from the CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour to enclose two accounts, which Mr. Kivas Tully, Architect of the Board of Public Works, certifies for work done in connection with the Normal and Model School Buildings.

The repairs mentioned in Mr. Rogers' Account were desired by my own Requisitions; but I know nothing of the charges for materials, or work done,—having had no control, or oversight, in respect to it. Heretofore, I had an Estimate made by the Carpenters for any repairs, etcetera, required, and then saw that the charges did not exceed the Estimate, which was, of course, carefully examined in each case. I have employed Mr. Rogers for the most part, these several years, to repair the Buildings, etcetera, and have always found his an honest man, but, as he does not do any of these repairs now by my order, or under the oversight of any one connected with this Department, I cannot certify to his Accounts, further than that he done the work required.

In regard to the enclosed Account of Mr. George Fox,—($25), for removing Snow from the Roofs of the Normal and Model Schools, at $2.50 a day, I never requested anything of the kind; and no special charge had ever before been made for it. The Firemen and Labourers employed in connection with the Department have always done that work. I understand they were proceeding to do so last Winter as heretofore, when Mr. George Fox appeared, and told them that he had orders from Mr. Tully to clean off the snow. I cannot be expected to be responsible for expenses for work which I have not requested; nor can I keep down the Contingent expenses of the Department in matters in which I have no discretion.*

TORONTO, 24th April, 1869. EGERTON RYERSON.

VII. To MR. MATHEWS OF THE TREASURY DEPARTMENT, FROM THE CHIEF SUPERINTENDENT.

I have the honour to state, that, for the reasons given in my Letter addressed on the 24th instant to the Honourable E. B. Wood, Provincial Treasurer, I am unable to certify to the value of the work done, or the payment of the Accounts in question,—though I can certify to the work being done by Mr. Rogers.

Besides, I do not concur in the proposed payment to Mr. George Fox, as I have never in past years incurred any item of expense of that kind; and did not make any Requisition for the work charged.

* These two illustrative cases of the economy practiced by the Education Department are referred to in paragraphs eight and ten of the preceding Letter to the Provincial Treasurer, of the 30th of April, 1869, page 36.

The Board of Works, whose Architect and Engineer directed the work, is, of course, the competent party to certify the account for it.*

TORONTO, 30th April, 1869. EGERTON RYERSON.

VIII. TO THE PROVINCIAL TREASURER FROM THE CHIEF SUPERINTENDENT OF EDUCATION.

I have the honour herewith to enclose two Accounts, which Mr. Kivas Tully, Architect and Engineer to the Board of Public Works, has sent to me for my Certificate as to their accuracy. I can certify as to the work specified in the Accounts having been done according to my Requisition for the same; but, in regard to the charges for the work done, I assume no responsibility.

As stated in my Letter to you of the 30th ultimo, I have always found Mr. George Harding a skilful and excellent Mechanic; and I believe an honest man. I dare say his Account of $128.24 for repairing the Steam Boilers, Furnaces and Pipes is just; but, under the old system, which has been superseded, I always took the precaution to have an Estimate made as to the charges for the work before ordering it.

In regard to the other Account of $35.50, attested by Mr. Tully as correct, you will observe, by referring to my Letter above mentioned, that I had an Estimate in detail, (according to my Requisition for the same repairs), for $10.70; for which sum I should have got them done under the old system superseded by your Letter of the 23rd of January last.

TORONTO, 20th May, 1869. EGERTON RYERSON.

IX. TO THE PROVINCIAL TREASURER FROM THE CHIEF SUPERINTENDENT OF EDUCATION.

Herewith I have the honour to transmit a Summary of the Common and Separate School Apportionments for the year 1869. The Grants are payable after the 30th instant, when the conditions imposed on the School and Municipal Authorities have been duly observed. The usual Certificate will be sent to you as the several amounts become payable, it being necessary to withhold portions of the Grants, in certain cases, until the Law shall have been complied with.

The amounts payable at the same time to Grammar Schools and Superannuated Teachers, will also be similarly certified.

TORONTO, 19th June, 1869. EGERTON RYERSON.

*Common School Grant to Counties in Upper Canada:*

| | $ |
|---|---|
| Glengarry | 2,328 |
| Stormont | 1,909 |
| Dundas | 2,101 |
| Prescott | 1,659 |
| Russell | 850 |
| Carleton | 3,349 |
| Grenville | 2,192 |
| Leeds | 3,572 |
| Lanark | 3,248 |
| Renfrew | 2,626 |
| Frontenac | 2,854 |
| Addington | 1,874 |
| Lennox | 858 |
| Prince Edward | 1,981 |
| Hastings | 4,152 |
| Northumberland | 4,077 |
| Durham | 3,560 |
| Peterborough | 2,549 |
| Victoria | 2,944 |
| Ontario | 4,229 |
| York | 6,058 |
| Peel | 2,766 |
| Simcoe | 5,652 |
| Halton | 2,068 |
| Wentworth | 3,210 |
| Brant | 2,248 |
| Lincoln | 2,025 |
| Welland | 2,089 |
| Haldimand | 2,458 |
| Norfolk | 3,218 |

* See note to the preceding Letter, Number V., page 38.

| | $ |
|---|---|
| Oxford | 4,719 |
| Waterloo | 3,438 |
| Wellington | 5,558 |
| Grey | 5,634 |
| Perth | 4,143 |
| Huron | 6,211 |
| Bruce | 4,327 |
| Middlesex | 6,761 |
| Elgin | 3,331 |
| Kent | 3,170 |
| Lambton | 3,120 |
| Essex | 2,362 |
| District of Algoma | 360 |
| | $138,038 |

*Common School Grants to Cities.*

| | |
|---|---|
| Hamilton | 1,990 |
| Kingston | 1,390 |
| London | 1,590 |
| Ottawa | 1,490 |
| Toronto | 4,450 |
| | $10,910 |

*Common School Grants to Towns.*

| | $ |
|---|---|
| Amherstburgh | 249 |
| Barrie | 219 |
| Belleville | 267 |
| Berlin | 298 |
| Bothwell | 110 |
| Bowmanville | 269 |
| Brantford | 727 |
| Brockville | 438 |
| Chatham | 466 |
| Clifton | 138 |
| Cobourg | 472 |
| Collingwood | 160 |
| Cornwall | 203 |
| Dundas | 308 |
| Galt | 358 |
| Goderich | 359 |
| Guelph | 577 |
| Ingersoll | 328 |
| Lindsay | 249 |
| Milton | 100 |
| Napanee | 219 |
| Niagara | 224 |
| Oakville | 160 |
| Owen Sound | 269 |
| Paris | 269 |
| Perth | 279 |
| Peterborough | 432 |
| Picton | 239 |
| Port Hope | 438 |
| Prescott | 249 |
| Sandwich | 150 |
| Sarnia | 234 |
| St. Catharines | 696 |
| St. Mary's | 353 |
| St. Thomas | 187 |
| Simcoe | 174 |
| Stratford | 358 |
| Whitby | 298 |
| Windsor | 370 |
| Woodstock | 365 |
| | $12,658 |

*Common School Grants to Villages.*

| | |
|---|---|
| Arnprior | 132 |
| Ashburnham | 125 |
| Aurora | 126 |
| Bath | 66 |
| Bradford | 120 |
| Brampton | 185 |
| Brighton | 130 |
| Caledonia | 115 |
| Cayuga | 82 |
| Chippewa | 149 |
| Clinton | 145 |
| Colborne | 96 |
| Dunnville | 165 |
| Elora | 185 |
| Embro | 70 |
| Fergus | 160 |
| Fort Erie | 110 |
| Gananoque | 170 |
| Garden Island | 60 |
| Georgetown | 154 |
| Hawkesbury | 130 |
| Hespeler | 105 |
| Holland Landing | 76 |
| Iroquois | 80 |
| Kemptville | 114 |
| Kincardine | 150 |
| Lanark | 70 |
| Listowel | 100 |
| Merrickville | 105 |
| Mitchell | 196 |
| Morrisburgh | 118 |
| Mount Forest | 140 |
| Newburgh | 100 |
| Newcastle | 98 |

| | $ |
|---|---|
| New Edinburgh | 40 |
| New Hamburg | 121 |
| Newmarket | 165 |
| Oilsprings | 155 |
| Orangeville | 95 |
| Orillia | 130 |
| Oshawa | 274 |
| Pembroke | 93 |
| Petrolia | 100 |
| Portsmouth | 130 |
| Port Dalhousie | 135 |
| Preston | 154 |
| Renfrew | 67 |
| Richmond | 50 |
| Seaforth | 90 |
| Smith's Falls | 120 |
| Southampton | 90 |
| Sterling | 96 |
| Strathroy | 140 |
| Streetsville | 85 |
| Thorold | 214 |
| Trenton | 205 |
| Vienna | 97 |
| Wardsville | 98 |
| Waterloo | 160 |
| Welland | 108 |
| Wellington | 76 |
| Yorkville | 185 |
| | $7,600 |

| | $ |
|---|---|
| Total Grants to Counties | 138,038 |
| Total Grants to Cities | 10,910 |
| Total Grants to Towns | 12,658 |
| Total Grants to Villages | 7,600 |
| | $169,206 |
| Apportionment reserved for new Separate Schools | 385 50 |
| Apportionment of 1868 payable in 1869 | 408 50 |
| Total Apportionment for 1869 | $170,000 |

X. To the Provincial Treasurer from the Deputy Superintendent of Education.

As requested by the Chief Superintendent of Education, I have the honour to enclose herewith certain Accounts transmitted to this Department by the Architect and Civil Engineer of the Board of Works. The Chief Superintendent cannot certify to these Accounts for the reasons which he has already given you in his Letters on this subject.

Part of the work charged in these Bills has been done in accordance with the Requisitions, which he has, from time to time, sent in to the Board of Works, and part has been done against his wishes, as communicated to the Honourable the Commissioner of Public Works in a Letter from the Department dated the 7th ultimo. In connection with this fact, the Chief Superintendent wishes me to call your attention to the statement contained in a Letter from Mr. Tully, dated the 15th instant, that the appropriation provided for the Normal School repairs is already exhausted by the Board of Works, and certain necessary improvements and repairs cannot therefore be undertaken in consequence. Mr. Tully says:—"Directions have been given for further repairs according to recent requisitions, with the exception of gravelling the yards round the Normal School, and constructing plank walks to same, the balance of the appropriation for repairs being insufficient for the purpose."

The Chief Superintendent, in estimating for the current year's Expenditure for the Normal School, provided as far as possible for all the necessary repairs to the Buildings, assuming, of course, that they would, as heretofore, be undertaken in the usual manner, in which such work had been satisfactorily done for years under his direction and authority.

Toronto, 20th September, 1869. J. George Hodgins, Deputy Superintendent.

XI. To the Provincial Treasurer from the Chief Superintendent of Education.

I have the honour to inform you that the following Insurances were effected last year on the Buildings connected with this Department and their contents:—

| | |
|---|---|
| Department Building, fronting Gould Street | $42,000 |
| Boys' and Girls' Model School Buildings | 14,000 |
| Normal School Building, fronting Gerrard Street | 16,000 |
| Contents of the Educational Depositories, Museum and Library* | 64,000 |
| Furniture and Contents of the two Model Schools | 4,000 |
| Furniture and Contents of the Education Office, exclusive of the Books in the Council Room Library | 2,500 |
| Furniture and Contents of the Normal School | 8,000 |
| Lithographic Stones of Depository Maps, with the Copp-Clark Company | 1,000 |
| | $151,500 |

Policies of Insurance on the undermentioned property are on the point of expiration. The Companies have been requested to hold the property insured till the Warrants are issued by your Department.

On the Buildings, fronting on Gerrard Street, now occupied by the Normal and Model schools:—

| | $ cts. |
|---|---|
| Expires on the 15th of October, Northern Insurance Company, Mr. W. H. Miller, on $4,000 | 22 50 |
| Expires on the 18th of October, Lancashire Company, Messieurs Duncan, Clark and Company, on $4,000 | 22 50 |
| Expires on the 15th of October, Liverpool and London Company, Mr. S. Fraser, on $4,000 | 22 50 |
| Expires on the 15th of October, Western Company, Mr. B. Haldan, on $4,000 | 22 50 |

TORONTO, 14th October, 1869. EGERTON RYERSON.

XII. TO THE CHIEF SUPERINTENDENT OF EDUCATION FROM THE SECRETARY OF THE PUBLIC WORKS DEPARTMENT.

I am instructed by the Commissioner of Public Works to acknowledge the receipt of your Letter [Number XI] of the 14th of October, addressed to the Honourable the Provincial Treasurer, respecting the expiry of certain Policies of Insurance on the Normal and Model School Buildings, etcetera, and to say in reply, that it is not the intention of the Government to renew any Insurance Risks on Provincial Buildings or other properties.

TORONTO, 10th November, 1869. WILLIAM EDWARDS, Secretary.

XIII. REPLY TO THE FOREGOING LETTER BY THE CHIEF SUPERINTENDENT.

I have the honour to acknowledge the receipt of your Letter of the 10th instant, informing me, by the direction of the Commissioner of Public Works, that it is not the intention of the Government to renew any Insurance Risks on Provincial Buildings, or other property.

The insurance on all the Buildings and contents in connection with this Department, amounts to $151,500, the insurance on which, since the use of steam to heat them, is, on an average, one-half per cent.

The insurance on the contents of the Buildings,—Depository, Museum, Library, Furniture, etcetera, is at the rate of about $\frac{5}{8}$ per cent., on the average.

* There has already been expended on the Educational Museum about $75,500. Perhaps the contents might be replaced for $70,000.
The present contents of the Maps, Apparatus and Books in the Educational Depository are valued at $83,000.

I respectfully submit to the consideration of the Honourable Commissioner of Public Works, whether, considering the various character of these Buildings and their contents, and the really very low rate of insurance, it would not be desirable to make them an exception, and continue the insurance as at present.

Toronto, 12th November, 1869. Egerton Ryerson.

Note. No reply was received to this Letter.

XIV. The Deputy Superintendent to the Commissioner of Public Works.

I have the honour to state that the attention of this Department has just been called to an Editorial in the Toronto *Leader* Newspaper of the 27th instant, in which an attack is made upon the Chief Superintendent for not having our Buildings repaired. The attack is professedly based upon a Report made to you by your Architect.

Owing to the smallness of the Grant for repairs at our disposal, only slight repairs could be done to them. Even the Grants which we proposed for larger repairs last year were reduced upon your Architect's Report; and this year there is no adequate provision made for repairs to the Roof, which is in a bad state, as reported to you by us on the 18th instant.

You will remember that, on more than one occasion our request for repairs, or new planking, etcetera, was declined by you for alleged want of funds.

Had the Return relating to this Department, called for by Mr. Blake this Session in the House of Assembly, been printed, as agreed to by the House on the 2nd instant, (the order to print it being cancelled on the 23rd), it would have contained an ample justification of our course of proceeding in regard to the carefulness, economy and sufficiency with which the oversight and repairs of the Buildings have been conducted, while the responsibility remained in our hands.

Toronto, 29th December, 1869. J. George Hodgins.

## LECTURESHIP ON AGRICULTURE IN THE NORMAL SCHOOL.

XV. The Chief Superintendent of Education to the Commissioner of Agriculture.

You will observe from the last paragraph of my last Annual School Report, that I propose investing the teaching of our Public Schools with a more practical character, in connection with employments, Manufactures and Agriculture of the Country,—especially the latter.

But to render practicable the teaching of the elements of Agricultural Chemistry and Agriculture, more effectual provision must be made for qualifying Teachers to teach these subjects. Something has been done, and is doing, in the Normal School, where the application of Chemistry to Agriculture is included in the Course of Instruction. But, as there are but two Masters employed in our Normal School to teach subjects in which from four to six Masters are employed in the Normal Schools of the United States and Great Britain, it is impossible to give the prominence and thoroughness to the teaching of Agricultural Chemistry and Natural History requisite for general practical purposes in the Schools without a Master, or Teacher-Lecturer, wholly devoted to these subjects.

I, therefore, submit for your consideration to be brought before the Government and Legislature the propriety of placing at the disposal of the Lieutenant-Governor-in-Council, a sum not exceeding Two thousand dollars per annum for establishing, in connection with the Normal School, and under its Regulations, a Lectureship in the elements of Chemistry and Agriculture, and of Natural History, with a view of making these subjects a part of the Course of Instruction in the Common Schools of the Country.

I think we can provide for this additional Lectureship with our present accommodations; but if, on trial, it be found necessary to provide additional accommodations, I

will hereafter submit an estimate for the erection of an Agricultural Lecture Room and Laboratory in connection with the Normal School Building, and which may prove the nucleus of an Agricultural School for the whole Country. In the mean time, I propose, until experience and the demands of the Country require more, the simple additional Lectureship, as above stated.

TORONTO, 12th November, 1869. EGERTON RYERSON.

## THE EDUCATIONAL MUSEUM AND SCHOOL OF ART AND DESIGN.

XVI. THE CHIEF SUPERINTENDENT OF EDUCATION TO THE EDITOR OF THE LEADER.

I observe in this Morning's *Leader* a Communication signed "Claude" and headed "Normal School Art Gallery" complaining that no labels are attached to the collection of Paintings.

I admit the justice of the complaint and offer the following explanation:—The Grounds and the Museum are part of the Normal and Model Schools,—the productions of the former intended to illustrate the teaching of the School in Botany and Vegetable Physiology, and the collection in the latter is designed to facilitate Historical Studies and to cultivate taste; also to furnish Models for a School of Art and Design, which has not yet been brought into operation. These appendages to the Normal and Model Schools are likewise intended to contribute, as far as possible, to the pleasure and edification of the public, and the large and increasing number of Visitors from Foreign Countries, as well as from different parts of Canada,—whose number, annually increasing, evinces the propriety and importance of the Art collections made.

The typical collection of copies of Paintings was intended to illustrate the styles of the Flemish, Dutch, German, Spanish and different Italian Schools of Painting, by a selection of the most celebrated works of their principal Masters,—the Paintings are not only to be labelled, but to be accompanied by an Historical and Descriptive Catalogue, embracing a brief account of the several Schools of Painting, as well as a description of the specimens presented, and also biographical sketches of their Authors. But this has been impracticable to do properly, until the collection of Paintings could be finally arranged and duly numbered for reference.

More than two years since I prepared a Historical and Descriptive Catalogue of the Statues, Groups, Busts,—ancient and modern; but as I had decided to add a collection of Models and various specimens connected with Agriculture and Manufactures, and the Geology and Natural History of Canada, (very limited), it was thought better to defer printing any part of a Museum Catalogue until we could complete the arrangement of the whole selection and then properly label the Collection of Paintings and the various articles in each of the Galleries. This arrangement has been much delayed from want of help and means; but, I hope, it will be completed in a few weeks, when the process of labelling will be commenced, to be followed by a carefully prepared and comprehensive Catalogue in the course of a year.

TORONTO, September 14th, 1869. EGERTON RYERSON

NOTE. From the Letter of a Correspondent of the Nova Scotia *Provincial Wesleyan*, I give the following extract:—"While in Toronto we paid a visit to the Normal School, at the head of which stands the Reverend Doctor Ryerson, who, though now advanced in years, takes a lively interest in all that affects the welfare of his native Canada. The Institution has undergone many improvements since our last visit, ten years ago; this is more particularly the case in respect to the Paintings and Statuary. Hundreds of people visit the Institution daily in the Summer season. We are informed, that recently Members of the Corporation of the City of Philadelphia paid it a visit, and acknowledged that they had seen nothing equal to its respective departments, not even in the United States.

## CHAPTER V.

## NINETEEN YEARS' PROGRESS OF THE HAMILTON CITY SCHOOLS, 1850-1869.

NOTE. This Record of the progress of the Hamilton City Schools has been written by a Person well versed in regard to the Subject on which he writes, and was published in the *Hamilton Spectator*. What he says of Hamilton is, to a large extent, true of the Cities, Towns and larger Villages and indeed of the whole Province. As an illustrative example of that progress of the Schools in the Province generally, I think it desirable to give this very full and carefully prepared historical record of the Hamilton Schools.

A NINETEEN YEARS' RECORD OF THE PROGRESS OF THE SCHOOLS IN HAMILTON—STEADY PROGRESS IN GENERAL AND AVERAGE ATTENDANCE—THE COST PER PUPIL—SYSTEM OF EDUCATION—SUBJECTS OF INSTRUCTION, ETCETERA.

A Correspondent writes:—There is nothing in the City of Hamilton of which the people are more justly proud than of the pre-eminence attained by the City Schools The progress of the School System throughout the Province is a wonderful instance of moral and intellectual development,—of the earnest advancement of a Country in all that constitutes the true greatness of its people. From a comparatively small commencement, the School System has come to be the pride of Upper Canadians, a source of present strength, and of continued future prosperity. The sound principle that Education is the great preventive of crime, and that, therefore, the education of the whole people is a common and paramount interest, has found here a development as great, if no greater than any other quarter of the globe; so great a development that, with the question of Free, or Ratebill, Schools, an open one, decided from year to year by the voluntary action of the people themselves at their Annual School Meetings, the Free School System has so signally triumphed that the opposite principle has come to be a small exception to an almost universal rule. And nowhere has this system more signally prospered than in Hamilton. Compared with the population, the attendance at the City Schools is equal to that of any other urban population of the Province.

A review of the progress of the Schools, therefore, at the commencement of a New Year, cannot be otherwise than interesting to the citizens; and that the review may be as full as possible, we propose to go back nineteen years, and trace the educational advancement of the City since that time. And in order to do this more effectually we propose to refer to the progress in its various phases. Let us first look at the

FINANCIAL ASPECT OF THE HISTORY OF THE SCHOOLS.

The Revenues of the Schools are made up mainly from three sources:—The Government Grant, the Fees received from Pupils, the sums contributed from the Taxation of the people, and in addition to these, occasional sums from other sources; and from these various sources we give the Receipts for the Common Schools, since 1850, as follows:—

| Year. | Government Grant. | Fees. | Municipal Tax. | Other Sources. | Total. |
|---|---|---|---|---|---|
| 1850 | $750 | $1,163 | $2,375 | ..... | $4,303 |
| 1851 | 751 | 1,332 | 5,967 | ..... | 8,049 |
| 1852 | 1,125 | 1,367 | 14,148 | ..... | 16,640 |
| 1853 | 1,352 | 916 | 36,183 | ..... | 38,453 |
| 1854 | 1,352 | 1,169 | 16,938 | ..... | 19,460 |
| 1855 | 1,352 | 1,817 | 18,249 | ..... | 21,419 |
| 1856 | 1,776 | 2,077 | 19,925 | $20 | 23,798 |
| 1857 | 1,920 | 1,847 | 17,631 | 49 | 21,448 |
| 1858 | 1,920 | 2,056 | 15,073 | 80 | 19,829 |
| 1859 | 2,045 | 2,422 | 18,260 | ..... | 22,728 |
| 1860 | 1,812 | 2,739 | 14,645 | 39 | 19,215 |
| 1861 | 1,788 | 3,515 | 10,460 | 39 | 15,803 |
| 1862 | 1,779 | 3,655 | 10,262 | 20 | 15,716 |
| 1863 | 1,760 | 4,075 | 9,028 | 171 | 15,045 |
| 1864 | 1,874 | 4,104 | 11,188 | 403 | 17,569 |
| 1865 | 1,908 | 4,137 | 11,375 | 204 | 17,626 |
| 1866 | 1,892 | 4,500 | 11,343 | 235 | 17,971 |
| 1867 | 1,786 | 5,286 | 15,838 | 222 | 22,632 |
| 1868 | 1,702 | 5,562 | 14,462 | 1,700 | 20,816 |

We have left out in the above the cents, ignoring those under fifty, and counting those over that at a dollar, which will account for the totals not always being an exact addition of the particulars. The same principle we shall continue throughout our comparisons. The Tables of Expenditure during the same period will enable the reader to judge much more acurrately of the general management of the Schools, and the thorough economy with which they have been conducted. The large tax in 1853 was caused by the erection of School Buildings, noted in the following Table as "Permanent Improvements."

| Year. | Teachers' salaries. | Other salaries. | Library, apparatus, prizes, etc. | Text Books, Stationery. | Incidentals. | Permanent Improvements. |
|---|---|---|---|---|---|---|
| 1850 | $2,685 | ..... | ..... | ..... | ..... | $1,620 |
| 1851 | 2,938 | ..... | ..... | ..... | ..... | 5,111 |
| 1852 | 3,736 | ..... | ..... | ..... | ..... | 12,904 |
| 1853 | 5,476 | $1,393 | ..... | ..... | ..... | 30,556 |
| 1854 | 6,633 | 2,061 | ..... | ..... | ..... | 8,378 |
| 1855 | 9,932 | 2,549 | ..... | ..... | ..... | 7,141 |
| 1856 | 11,419 | 1,354 | ..... | $1,888 | $3,100 | 6,037 |
| 1857 | 11,665 | 1,537 | $100 | 1,400 | 3,600 | 3,147 |
| 1858 | 12,149 | 1,493 | 100 | 1,107 | 2,868 | 1,911 |
| 1859 | 14,049 | 1,941 | 50 | 2,668 | 2,743 | 1,218 |
| 1860 | 12,523 | 1,688 | 125 | 1,525 | 2,206 | 1,068 |
| 1861 | 11,483 | 1,646 | ..... | 905 | 1,537 | 231 |
| 1862 | 11,100 | 1,489 | ..... | 487 | 1,378 | 262 |
| 1863 | 11,155 | 1,593 | 122 | 800 | 1,341 | ..... |
| 1864 | 11,924 | 1,576 | 160 | 1,773 | 1,879 | 250 |
| 1865 | 12,552 | 1,814 | 80 | 1,314 | 1,706 | 250 |
| 1866 | 12,816 | 1,596 | 130 | 1,001 | 2,089 | 339 |
| 1867 | 13,650 | 1,923 | 87 | 1,138 | 3,017 | 3,317 |
| 1868 | 14,163 | 1,990 | 100 | 1,065 | 739 | 4,388 |

It will be seen that the sums expended on permanent improvements was very large, which will account for the apparent anomaly of larger receipts during the earlier period embraced in our comparison. The School Buildings of Hamilton are, taken as

a whole, exceedingly creditable to the taste and liberality of the people; and although they cost money, they are among the best investments of which the City can boast. The item under the head of "other Salaries" includes the sums paid to Local Superintendent, Secretary and Treasurer, and the Caretakers of the Central and Ward Schools; while under the head of incidentals, we have fuel, printing, advertising, stoves and stovepipes, etcetera. Thus, during these eighteen years the City of Hamilton has expended on the Common School education of the children of the City the sum of $367,820. An average each year of $20,434.

### The Studies and Attendance at the Schools.

The ordinary attendance at the City Schools has varied a good deal; but it is a most gratifying fact that the percentage of daily attendance, as compared with the number registered, has been steadily improving. So, too, it is most gratifying to notice that while there has been but little perceptible change in the cost per Pupil in the Schools on the basis of the number registered, there has been a very decided decrease, when compared with the average attendance. This is, indeed, the true basis of calculation, because by the average attendance of Pupils and not by the mere number registered in the Books, must the work actually performed be measured. The following Table is interesting as illustrating these facts:—

| Year. | Number in School | Average Attendance. | Percentage. | Cost per Pupil. | Cost based on average attendance. |
|---|---|---|---|---|---|
| 1850 | 950 | 412 | 43 | | |
| 1851 | 1,017 | 442 | 43 | | |
| 1852 | 1,290 | 454 | 35 | | |
| 1853 | 1,975 | 1,043 | 53 | 6.69 | |
| 1854 | 2,333 | 837 | 36 | 10.37 | |
| 1855 | 3,026 | 1,569 | 51 | 7.95 | |
| 1856 | 3,234 | 1,580 | 49 | 5.68 | 11.24 |
| 1857 | 3,074 | 1,400 | 42 | 5.54 | 13.07 |
| 1858 | 3,713 | 1,354 | 36 | 4.83 | 12.71 |
| 1859 | 3,560 | 1,450 | 46 | 6.03 | 14.82 |
| 1860 | 3,709 | 1,818 | 49 | 4.87 | 9.93 |
| 1861 | 3,122 | 1,678 | 53 | 4.89 | 9.15 |
| 1862 | 3,003 | 1,467 | 49 | 5.14 | 10.53 |
| 1863 | 3,508 | 1,907 | 54 | 4.07 | 7.78 |
| 1864 | 3,572 | 1,963 | 52 | 4.84 | 8.82 |
| 1865 | 3,635 | 2,090 | 57 | 4.80 | 8.35 |
| 1866 | 3,623 | 2,161 | 59 | 4.86 | 8.16 |
| 1867 | 3,800 | 2,522 | 66 | 5.24 | 7.93 |
| 1868 | 3,714 | 2,527 | 68 | 5.22 | 7.68 |

These figures exhibit a substantial progress in what constitutes the real success of a School System, videlicet:—the average attendance of Pupils and the cost at which a thorough System of Common School Education is afforded. The numbers on the Register, and nominally attending the Schools, has not for the last half dozen years materially varied; but the number of Pupils actually in attendance from day to day, and thus under the influence of successful teaching, has been steadily increasing. The fact is one upon which the Trustees and Teachers are to be congratulated.

Compared with the other Cities in Ontario, Hamilton leads in the proportion of her School population attending School, as well as the percentage of average attendance, as will be seen by the following statement:—

| | School Population. | Number attending. | Average attendance. |
|---|---|---|---|
| Toronto | 13,333 | 9,759 | 4,639 |
| Hamilton | 5,800 | 9,756 | 3,604 |
| Kingston | 3,600 | 3,207 | 1,730 |
| London | 4,160 | 3,997 | 2,215 |
| Ottawa | 5,000 | 3,797 | 1,600 |

Thus it appears that a little over 73 per cent. of Toronto's School population attend the Public Schools, 98 of Hamilton's, 89 of Kingston's, London's 95, and Ottawa's 75. The average percentage of attendance of those who entered School was, in Toronto over 48 per cent., Hamilton nearly 63, Kingston over 53, London over 50, and Ottawa less than 44.

In reference to the Studies of the Scholars, the figures which we have exhibit some curious phases which are fair ground for serious reflection. For convenience of classification, and as showing the general divisions of the Schools, we take the five Standard Readers; and we find that there were in these during the same period, the following relative numbers:—

| Year. | First Book. | Second Book. | Third Book. | Fourth Book. | Fifth Book. |
|---|---|---|---|---|---|
| 1850 | 184 | 205 | 234 | 166 | 131 |
| 1851 | 163 | 215 | 272 | 189 | 130 |
| 1852 | 131 | 152 | 146 | 124 | 78 |
| 1853 | 483 | 458 | 200 | 160 | 80 |
| 1854 | 530 | 423 | 360 | 320 | 90 |
| 1855 | 853 | 973 | 616 | 478 | 126 |
| 1856 | 897 | 1,060 | 640 | 507 | 140 |
| 1857 | 922 | 1,102 | 570 | 679 | 234 |
| 1858 | 1,160 | 1,369 | 434 | 466 | 183 |
| 1859 | 716 | 1,763 | 434 | 876 | 246 |
| 1860 | 960 | 1,393 | 401 | 554 | 206 |
| 1861 | 762 | 1,312 | 405 | 470 | 137 |
| 1862 | 607 | 1,422 | 447 | 412 | 163 |
| 1863 | 977 | 1,466 | 453 | 434 | 179 |
| 1864 | 1,302 | 1,513 | 920 | 477 | 155 |
| 1865 | 1,150 | 1,448 | 408 | 442 | 177 |
| 1866 | 865 | 1,506 | 489 | 425 | 139 |
| 1867 | 1,145 | 1,077 | 611 | 415 | 153 |
| 1868 | 1,158 | 1,213 | 818 | 394 | 140 |

What strikes one rather forcibly in looking at these figures is the small number of Scholars in the higher divisions. That the number in the fifth, or highest, for instance, should be only seven more than it was eighteen years ago, is certainly not creditable. It indicates that comparatively few of the Scholars who enter our Common Schools have the advantage of going through all the departments, and, as a consequence, that the number who can be said to possess the foundation of a first-class English education is small. We are quite sure that this will be esteemed by all parties who value Education as something more than the mere ability to read and write English sentences, as a very great misfortune. It is an injustice to the children that they should be taken from School short of the fifth general division.

On this point, the Principal in his Report for the year, makes the following remarks:—"As many of our Pupils leave School before going through the Central School, the best arrangements possible should be made for those who are only a short time at the fountain of knowledge. While at School, so many of them as to make it utterly impossible for the Teacher to do them justice, should not be crowded into a

division; and the best Teachers,—Teachers of the highest standing, should be engaged to teach them. In my judgment, based upon twenty years' experience, as well as conversing with Educationists, and reading on the subject, no Teacher can attend properly to more than fifty Pupils. Moreover, the youngest Pupils should have the best Teachers, so that at the outset they might have the very best instruction, thereby securing to them those habits of thought in learning and in conduct that would be of so much value in after life. In Education, as well as in other matters, 'a thing well begun is half done.' " This principle is, we are glad to say, carried out as far as practicable; and the complete attainment of it is the constant aim alike of the Principal and of the internal Management Committee of the Board.

We have divided the Schools into five general divisions in the above analysis; but there are in reality twelve divisions, and these are divided again into some thirty classes. All the children, from the youngest upwards, are taught Geography, Writing, and the elements of Arithmetic. The Scholars going through the Common Schools enter first one of the Primaries; and in these they are taught Reading, Spelling, Enunciation, Pronounciation, Writing on slates, oral and written Arithmetic, Arithmetical Tables, Geography, and lessons in Objects, size, colour, form, etcetera. There are in the Primary Schools three distinct divisions, the third called an intermediate division, from which Pupils are drafted into the Central School. In the Central School the Course of Instruction comprises Reading, Spelling, Writing, Arithmetic, Geography, Grammar, Object Lessons, or Natural History, History, (Canadian, English and general), Physiology, Drawing, Mensuration, Book-keeping, Astronomy, Algebra, Geometry. And children passing through the highest grade may, without doubt, be said to be well grounded in a thorough English Education. The system of promotion is well calculated alike to stimulate the Teacher to exertion, and to advance the Pupils; while the Limit Table in each division is based upon an appreciation of the importance of thoroughness in the work to be performed.

The Local Superintendent states that the General Regulations in reference to Religious Instruction are carried out to the extent of reading the Scriptures and repeating the Lord's Prayer every morning, and the Ten Commandments twice a week, by each Teacher. The effect I believe to be most salutary. Reading the Word of God has a soothing effect on Teachers and Pupils; while the Lord's Prayer brings them all, it is hoped, nearer to Him whose words they have repeated.

The Library exerts an influence for good. There are many Sabbath School Libraries, and an excellent one in connection with our Mechanics' Institute, still many Books are taken home from our Library for Parents to read.

In the General Report I have put the class and number of Certificate, and time engaged in the profession, in connection with the name of each Teacher on the list:—

One Teacher has been in the work for twenty years.

Eleven Teachers have been in the work over ten years.

Nineteen Teachers have been in the work over five years.

Twenty-six Teachers have been in the work under five years.

The average for all our Teachers is six years.

Looking at the Common Schools as a whole, and bearing in mind the imperfections which necessarily attach to all things human, we are bound to say that they are an honour to the City; the Teachers are, as a whole, earnest and devoted labourers in the cause of Education. No one can visit our Primary, or Central Schools, as the Writer has done within the last few weeks, without being impressed with the admirable system of instruction that is pursued in them.

### The Hamilton Grammar School.

For many years the Grammar and Common Schools were united; a system which, however adapted to rural districts, was not found in this City to operate to the advantage of either. We purpose to review the progress of the Grammar School for the

last eleven years. Adopting the same system as we have adopted with relation to the Common Schools, we give first a comparative statement of the Receipts and their sources, since 1858, inclusive, as follows:—

| Year. | Government Grant. | Fees Received. | Municipal Grant. |
|---|---|---|---|
| 1858 | 170 | 185 | 754 |
| 1859 | 650 | 200 | 300 |
| 1860 | 730 | 200 | 100 |
| 1861 | 765 | 500 | 825 |
| 1862 | 755 | 360 | 240 |
| 1863 | 742 | 450 | 127 |
| 1864 | 822 | 708 | 200 |
| 1865 | 991 | 684 | 308 |
| 1866 | 1,147 | 661 | 6,143 |
| 1867 | 1,114 | 1,084 | 3,845 |
| 1868 | 1,164 | 1,219 | 639 |

The large sums from the Municipality in 1866 and 1867, were due to the erection, during those years, of the new Grammar School Building, rendered necessary, in consequence of the separation from the Common School; the Building having, with the Ground, cost something over Eight thousand dollars,—the actual sum expended on the Building during the two years reaching $8,234.16. The Expenditure for the Grammar School during the period of eleven years was as follows:—

| | Teachers' Salaries. | Total Current Expenditure. | | Teachers, Salaries. | Total Current Expenditure. |
|---|---|---|---|---|---|
| 1858 | $800 | $1,110 | 1864 | 1,492 | 1,730 |
| 1869 | 800 | 1,160 | 1865 | 1,642 | 1,892 |
| 1860 | 800 | 1,030 | 1866 | 2,307 | 2,637 |
| 1861 | 1,850 | 2,090 | 1867 | 2,333 | 2,636 |
| 1862 | 1,115 | 1,355 | 1868 | 2,400 | 3,022 |
| 1863 | 1,100 | 1,342 | | | |

The difference between Teachers' Salaries and total current Expenditure is made up of other Salaries, which were estimated at $100 a year until the separation, and have been $170 and $144 a year respectively since, and Prizes, Text Books, Stationery, etcetera.

### Attendance of Pupils in the Ordinary Branches and Latin.

It is exceedingly difficult to estimate correctly the attendance at the Grammar School during the early periods of its connection with the Common School. We give such figures, however, as we have as follows:—

| | Attendance. | In Latin. | | Attendance. | In Latin. |
|---|---|---|---|---|---|
| 1858 | 173 | 78 | 1864 | 114 | 114 |
| 1859 | 167 | 167 | 1865 | 103 | 102 |
| 1860 | 174 | 174 | 1866 | 76 | 72 |
| 1861 | 80 | 70 | 1867 | 106 | 88 |
| 1862 | 68 | 57 | 1868 | 143 | 121 |
| 1863 | 86 | 68 | | | |

During the first three years of this Table, the Grammar School and first Division of the Central School, were practically one, and all the Scholars were nominally in Latin for the purposes of the Returns to the Government. In 1861, the Grammar School was first placed in a separate and distinct Room, and two Teachers were, for a couple of years, employed in it, when, the number of Pupils being small, Mr. Buchan took sole charge of it for a year. In 1866, the new Grammar School Law came into force, requiring Pupils to be admitted only on an Examination by the Inspector; and from that period we have, for the first time, really reliable date upon which to determine the progress of the Grammar School.

The figures showing the attendance, both in the Common and Grammar Schools, require a word of explanation. Under the system which prevails, every Pupil entered during the year is recorded and numbered in the Register as a new Pupil. Thus, Pupils attending for a month, or two, at the commencement of the year, and re-entering after the lapse of a short time, are again entered, and count twice in the general aggregate. The following figures of Pupils entered in the Grammar School for the month of January for four years, including the present, will afford a fair index to the substantial progress of the School:—

| | | | |
|---|---|---|---|
| January, 1866 | 46 Pupils. | January, 1868 | 76 Pupils |
| January, 1867 | 63 Pupils | January, 1869 | 135 Pupils |

It will be seen from these figures that the Grammar School is making substantial progress, and is growing steadily in the public favour. The figures are a practical vindication of the policy of separating the Grammar from the Common School. That the attendance should, within two years, have more than doubled, is even a greater success than the warmest advocates of separation ventured to hope for. The School is becoming what it ought to be, in the interest of the City, a first-class High School, and an admirable training establishment for the University. We are glad to learn that it is being taken advantage of largely by young men who are anxious to avail themselves of the opportunity of completing their education. Among the Pupils now in the Grammar School are some fifteen, or twenty, who have reached man's estate, energetic young fellows who know the value of a first-class education, and are devoting themselves to the acquisition of it. And what will be of even greater interest to some people, the School is rapidly becoming absolutely self-sustaining; it may, indeed, be said already to have reached that stage. Doctor Billings, the efficient Chairman of the internal Management Committee of the Board of School Trustees, at the last Meeting of the Board, submitted the following figures bearing upon this point:—

RECEIPTS OF THE GRAMMAR SCHOOL.

| | $ | | $ |
|---|---|---|---|
| 135 Pupils, fees | 1,960 | City Grant | 800 |
| Government Grant | 1,300 | | |
| | | Total | $4,060 |

EXPENDITURES OF THE GRAMMAR SCHOOL.

| | $ | | $ |
|---|---|---|---|
| Head Master | 1,000 | Share of Superintendent's Salary | 25 |
| Second Master | 800 | Prizes | 25 |
| Third Master | 600 | Insurance | 25 |
| Fourth Master (proposed) | 600 | | |
| Caretaker | 150 | | $3,435 |
| Fuel | 110 | | |
| Stationery, advertising, etcetera... | 110 | Surplus | $625 |

These facts are highly satisfactory. They prove that financially, as well as in other respects, the Grammar School is a decided success. It is acquiring, as it is richly entitled to, the confidence of the citizens of all classes. In another year, should the proposed Grammar School Law come into force, it will assume the status of a Collegiate Institute, and will then receive an increased Grant from the Government; and Hamilton will be relieved from the reproach of being the only City in Ontario which could not boast of a first-class High School.—*Hamilton Spectator.*

## CHAPTER VI.

## REPORT AND SUGGESTIONS WITH RESPECT TO THE COUNTY GRAMMAR SCHOOLS OF ONTARIO, FOR THE YEAR 1869.

By the Reverend J. G. D. MacKenzie, M.A., Grammar School Inspector.

Having sent in my Special Semi-Annual Reports of the several Grammar Schools visited by me during the year 1869, I have the honour to submit the usual Summary Statement, with the addition of such remarks and suggestions as I feel it my duty to lay before you, in connection with certain points in the peculiarly interesting position of educational matters in this Province.

### A.—*Present Condition of the Grammar Schools.*

I trust that the day is not far distant when it will be in our power to define with considerable accuracy and precision, the comparative status of each Grammar, or High, School in the Province; as things are at present, I can only state, in a general way, that, whilst a certain proportion of the Grammar Schools continue to do, with various success, advanced work in the Classics and Mathematics, some of them with marked efficiency; some twenty-five at the close of the year, were in a condition which we must pronounce positively unsatisfactory; some of them depressed by difficulties likely to be temporary only, and having encouraging prospects of improvement; others having no prospect at all, visible to myself, of improvement, beyond what the enactment of the new School Law may bring to them to cheer them,—and this is the solitary gleam of light left to cheer them,—in their present languishing state of existence. As to the rest, that is the great majority of the Schools,—they are found, of course, at different stages between these extremes, of real association with the University and absolute asthenia. Whilst we must not refuse to give them credit for so much of useful work as they are doing for the Country, we cherish the hope that the condition of all will be improved under the sounder system which is likely to be established. During the year the Grammar School in Alexandria has been closed, and Dunnville has been added to the list. In regard to discipline, I have nothing special to report.

I am sorry that I am still under the necessity of reporting that the weak point of our Grammar Schools is the culture of the Mother-tongue. I have kept up each half year the test which I applied at the beginning, that is, an exercise in Dictation,—the same at every School,—containing a few of the more difficult words of the language, and involving besides instances of ungrammatical construction. Five short sentences have been used each half-year, containing in all five errors in Grammar.

During the year, 1,331 have been tried in this way, with the following results:—

In *Orthography*:—

562, or about 42.22 per cent. were faultless.

230, or about 17.28 per cent. had 1 mistake.

174, or about 13. per cent. had 2 mistakes.
125, or about 9.5 per cent had 3 mistakes.
108, or about 8. per cent. had 4 mistakes.
132, or about 10. per cent. had 5 mistakes.

If this be compared with last year's performance, it will be seen that it is not quite so satisfactory. Last year,—

478, or about 45 per cent. were faultless.
210, or about 20 per cent. had 1 mistake.
154, or about 15 per cent. had 2 mistakes.
80, or about 8 per cent. had 3 mistakes.
53, or about 5 per cent. had 4 mistakes.
34, or about 3 per cent. had 5 mistakes.

In *Syntax*, this year, the result has been as follows:—

150, or about 11 per cent. were faultless.
287, or about 22 per cent. corrected 4 of the 5 errors.
347, or about 26 per cent. corrected 3 of the 5 errors.
265, or about 20 per cent. corrected 2 of the 5 errors.
181, or about 13 per cent. corrected 1 of the 5 errors.
101, or about 8 per cent. corrected none.

Let this be compared with the record of last year, and it will be seen that on the whole, ground has been gained in this department. Last year,—

98, or about 9.5 per cent. were faultless.
213, or about 20 per cent. corrected 4 of the 5 errors
263, or about 25 per cent. corrected 3 of the 5 errors.
220, or about 20 per cent. corrected 2 of the 5 errors.
162, or about 16 per cent. corrected 1 of the 5 errors.
64, or about 6 per cent. corrected none.

B.—*Minute of the Council of Public Instruction relative to the Admission of Girls.*

A brief notice may be bestowed on the effect produced by the Minute of the Council of Public Instruction, sanctioning the admission of Girls on the same footing as Boys, in concession to public opinion. Whilst the adoption of such a Regulation could not be avoided, we cannot but deplore the influence it has exerted on the education of our Girls. The Chief Superintendent wisely advised at the time, as the passing of a new Law was apparently so near at hand, that no change in the course of instruction should be made, but the inducement to augment the financial resources of the Schools was too strong, and so the privilege was eagerly seized upon, whilst the advice was generally disregarded. The "new-born rage for Latin" burst forth with redoubled vehemence, and large numbers of Girls were promptly herded into "Arnold," or the Introductory Book. The phrase "qualifying Latin" is well understood at present in the Schools, and, I need hardly say, is not taken to mean qualifying for higher stages of Clasical study, for advanced intellectual culture, or for the active duties of life. During the past year Girls have risen in the educational market. Of the entrance Pupils of 1869 three-sevenths have been Girls; during the latter half of 1868 only three-fourteenths were Girls. During the latter half of the past year there have been 1,472 names of "Girls on the Roll;" of these 850 were reported to me as being in Latin. Of these 850, 2 were in Cicero; 5 in Horace; 1 in Livy; 27 in Virgil; 41 in Cæsar, and 38 in Harkness' Latin Reader; the remaining 733 being in Arnold, or the Introductory Book. I have had good work in Cicero from Girls; in Horace, I have a distinct recollection of one Girl, in particular, who gave me the second ode of the First Book with an accuracy and spirit which left nothing to be desired; in fact, there is no doubt that Girls can learn Latin and learn it to good purpose too; but this merciless and sweeping conscription, if I may so term it, what is it but mischievous and cruel? Let us very

charitably assume all of the 117 female Latinists, up to the Reader inclusive to be engaged in real work, what shall we say of the 733 in "Arnold," or the Introductory Book? How many of these shall we set down to "qualifying" Latin? How much of sound, substantial, practical English has been sacrificed to this "qualifying" Latin? And how much longer are we to endure a system which specially rewards some of our poorest Schools with the increased Grant of Money, in proportion to the relentless energy with which unhappy Girl-conscripts are pressed into the Introductory Book, incapable, the while, of speaking and writing their own language correctly. The remedy, it is to be hoped, will not be deferred much longer; meanwhile the Inspector and Masters must do what they can do to recommend the Non-classical course with its appropriate Entrance Examination.

### C.—*Some of the Common Schools Visited.*

As I was told that the privilege of visiting any of the Common Schools, at my discretion, was included in my commission, I have been able to do something in this way, although not to any very great extent, as my first duty was, of course, to make myself as thoroughly acquainted as possible with the state of the Grammar Schools, and it was some time before I felt myself at liberty to attempt anything else. I shall proceed to report, somewhat in detail, the results of the prinicpal visits I have managed to make without trespassing on my special work, and this with reference more particularly to the standard of admission into our future High Schools, a point of great importance. Nearly all of these visits have been made during the present year, (1870), but I will ask your permission to make my report of them now, inasmuch as they bear especially upon the question of qualification for the High Schools, and that qualification will be settled before the appearance of my next Report.

I was in Brockville on the 5th November last. At that time the Grammar School was in a very low state, apparently on the verge of extinction, there being only eleven names on the Roll. Since then, the amalgamation of the two Schools has given to the expiring Grammar School a new lease of life with improved prospects. A similar arrangement has been adopted in Sarnia, and, so far, has worked well. As little could be done with the mere phantom of the Grammar School, I deemed the opportunity favourable for the inspection of the advanced work of a strong and well-conducted Common School, and devoted, accordingly, the greater part of my time to the examination of the senior Pupils of the Common School, which is under the supervision of Mr. Bigg, who has had long experience in teaching, and has met with more than ordinary success. The subjects in which the Pupils were tried were,—Dictation, English Grammar,, Reading, and Algebra. The Algebra was exceedingly good, Mr. Bigg teaching it with remarkable skill. The Pupils read with unusual intelligence, and were very ready in analysis. I tried them in the exercise which I have been in the habit of giving to the Grammar Schools in English Dictation and the correction of false Syntax. Here, for the most part, they failed. With few exceptions the Spelling was bad, and the Class very generally failed in detecting the violations of the rules of Syntax. Here, then, was the weak point in a School otherwise strong. I have much pleasure in adding that a subsequent visit and trial shewed that diligent efforts had been made to strengthen this weak point, and that with encouraging results.

On the 3rd March last I visited the Kingston Central School which, in common with the other Common Schools of the City, enjoys the active and judicious supervision of the City Superintendent, Mr. Samuel Woods. After some really good Reading and some pretty active questioning in English Grammar conducted by the Master, Mr. Tandy, I begged him to allow me to place before his best Pupils the exercise in dictation and correction of ungrammatical constructions already mentioned. He replied that he regarded the test as a perfectly fair one, and expressed his belief that, of the dozen selected, a respectable proportion would meet it successfully, The result proved that

his confidence in the class was not misplaced. The grading system is adopted in Kingston, and the Schools are not united.

On the 10th March I was in Prescott, where the Schools are united, and having completed as much of the Grammar School work as I deemed indispensable, went over to the Common School department. The Class brought up was a very large one, and most of the Pupils were quite young. The Master told me at once that none of them would be found equal to my usual Spelling and Grammar test. I had to content myself, therefore, with lower work. The Pupils, for the most part, were not apt in Spelling orally the more difficult words of the lesson they had previously read, and where, in poetry, the construction was in the least degree involved, or where the words were somewhat unfamiliar, I found that a large number,—sometimes, indeed, the whole Class,—had but little comprehension of what they were reading. Mr. Wilson is a faithful Teacher, thoroughly conscientious and earnest, and will no doubt, in time, raise the Class, notwithstanding its size, to a higher mark; and, so far as he is concerned, censure in the last thing in my mind; but I must raise my voice against a system which, under the protection of a low standard of admission, furnishes so strong an inducement to take the Pupils of such a Class out of their Master's hands before the time, for the purpose of pushing them up as raw recruits into the superior School, —a process on which, in your Report for 1867, you reflect with just severity.

At Brighton, on the 7th of April, I found the senior Pupils sufficiently expert in detecting ungrammatical constructions and accurate enough in Spelling to justify the belief that they might soon be advanced to what I consider ought to be the standard of admission into our High Schools. Under such a method as I have been in the habit of recommending, I feel quite sure that in a few months they would reach that mark. Schools not united.

At Stratford, on the 6th of May, I looked in at the Grammar School department, the Schools here being united. The Gentleman at the head of the Common School department is one of our most efficient labourers in the educational field, but the system which deprives him prematurely of his best Pupils precludes him from showing to advantage the fruits of his labours. Not many of his Pupils, when I made my visit, had reached that acquaintance with the Mother Tongue, which, in my estimation, ought to be required for promotion into the High School. Four Boys and twenty Girls were subjected to my customary test in Dictation,—involving trial in Grammar, and of these twenty-four, six of the Girls, I conceive, were fit for promotion into a High School. Not one of the Boys came up to the mark.

At St. Thomas, where also the Schools are united, I made my visit on the 25th of April. Six Boys and eight Girls were put to the test, and in every case failed. In about half a dozen instances, the Syntax, although not faultless, was respectable, but the Spelling was in every case poor. The exercise was new to the Class. The grievous deficiencies of some and the weakness of all in the Orthography of their own language, were, therefore, not surprising, although demonstrating painfully, when taken in conjunction with similar shortcomings elsewhere, that some simple and vital points in education are being overlooked in too many of our Public Schools.

I shall close the record of my experience under this head, with my visit to the Galt Common Schools,—which is not united to the Grammar School. The visit was made on the 11th of May. The School at that time was under Mr. Cameron's charge, who had previously gained a good report in Goderich. Amongst the best of our Common Schools that I have been able to visit, I have met with none which has given me greater satisfaction than this of Galt. The whole administration of the School evinces a rare combination of skill, judgment, and authority well maintained, whilst the Classes, as to proficiency, must be in excellent condition, if the juniors of the School exhibit the same thoroughness of training and attractive style of work which I had the satisfaction of observing in the seniors. Better specimens of Reading I have never met with in any of our Public Schools than were furnished by a large Class in the Fifth Book; the Girls,

in particular, excelling in expression, emphasis, and distinct articulation. My test in English Grammar and Dictation presented no serious difficulty to any in this Class, whilst the performance of not a few were faultless. Whilst the Province at large appreciates the value of the good work which the Galt Grammar School has been doing for years in higher education, I am pleased that I have it in my power to make this honourable mention of its Common School, which is thus meritoriously doing its work and winning its laurels in its useful, though less conspicuous sphere; and I am encouraged to believe that the results which this School, under good management, has been made to achieve, may be realized in time by some of our other Schools which are behindhand, if the incentive of a higher qualification than we have at present for the superior School be set before them.

### D.—*The Standard of Admission to the Grammar and High Schools is too Low.*

In my last Report I gave it as my opinion that the standard of admission into the High School ought not to be, in English, so low as it is now for entrance into the Grammar School in the case of those who are to take the Classical Course. Extended acquaintance with our Public Schools has strengthened my convictions on this head; for, in spite of my persistent efforts in the direction of increased culture of the Mother Tongue, I have but little improvement on the whole to record. My view of the matter is simply this, that the natural development of the Common School is checked by not having a point in English acquirement sufficiently advanced to aim at, and that tuition in the English language is often characterized by comparative want of life and good system, whilst an unreasonable amount of time and effort is expended not only on Arithmetic, but even on Algebra and Geometry, which make a show and are admired much on the principle of "*omne ignotum pro magnifico.*" It is to be feared, on the other hand, that the High School will not generally accomplish what we hope to get from it in Science and the higher branches of English literature, when the starting point is so low. It will be objected by those who are apt to identify the extension of superior education with the rapid multiplication of High Schools, that to raise the standard of admission would unduly restrict the number of High Schools; but I answer that the Country would gain nothing more in time to come from feeble and superfluous High Schools, than it does from its feeble and superfluous Grammar Schools now; that the High School is not a benefit until the High School is required; and that we are doing a positive wrong to the Common School when we establish a High School, merely because its numbers will be smaller and the School more select, or for any other reason apart from the natural development of the Educational System. Mr. Young has well said in his Report for 1866:—

"I have such a sense of the importance of maintaining a high standard of education in the Common Schools, that rather than see them degraded,—rather than see the goal, beyond which the most advanced Pupils are not to pass, fixed at the point where an easy English sentence can be parsed,—I would be willing that all the Grammar Schools in the Country should perish." That is strongly, but not too strongly expressed; for it is idle to expect the vigorous High School to spring from the dwarfed Common School. The mere multiplication of High Schools is not necessarily the extension of superior education. We must see to it that each Member of the School System is in a healthy condition and performing its proper functions. We must take care that the education which precedes that of the High School is not cut short by an untimely stroke. I should be satisfied on the whole with the standard prescribed for the "Non-classical Course," except that I should be willing to accept a somewhat lower proficiency in Arithmetic, if that were necessary in order to reach a higher point in English Grammar; and in regard to this latter subject I would have the standard stated in such terms as should imply ability, not merely to analyze and parse any ordinary sentence, but to apply the more simple rules of grammatical construction so as to correct any violations of

those rules. What we want is, in plain terms, this, that Candidates for admission into the High School should be reasonably capable of speaking and writing their own language without contradicting some of the simplest principles of Grammar. I do not mean, of course, that they should be expert in composition, but that they should be able to satisfy the Examiner that they are capable of distinguishing what is not Grammar from what is Grammar. In point of fact I feel satisfied that I am not aiming at any degree of knowledge of English Grammar higher than has been contemplated by the Council of Public Instruction in prescribing the standard for Non-classical Pupils, but much depends upon the method taken to ascertain and to ensure that knowledge of English Grammar; and whilst I should be one of the last to depreciate analysis in its bearing upon intelligent reading, I can testify from experience that in some of the Schools the study of grammatical construction has been largely sacrificed to it; and I can well understand the complaint made by an able Superintendent of Schools in Massachusetts, although expressed, perhaps, in terms rather harsh, that Pupils are met with "glibly repeating an unintelligible jargon of analysis after months of wearisome study, and expressing in most ungrammatical sentences such principles of Grammar as their memories can retain." Most of the analysis I have met with in our Grammar Schools has been of a respectable order; to none of it, certainly, could I apply so caustic a description as "unintelligible jargon;" but the unfortunate conjunction, noticed by this Superintendent, of ignorance of grammatical construction with a certain dexterity at analysis, I have more than once encountered, and I very much deplore it. The truth is, there is an amount of one-sidedness in teaching which is simply amazing.

In the Appendix to the Reverend James Fraser's Report on Education in Canada, there is a collection of "questions recently, (1863), submitted to the Candidates for admission to the Providence High School." The paper in Arithmetic I should consider to be too difficult. That in Grammar is fair enough. In that Paper we find the following:—

Correct the following examples:—
I feel sure of its being him.
Her Aunt is older than her.
I intended to have written, but was only prevented by sickness.
He has fallen from his horse and broke his leg.

This will serve to illustrate the shape in which I should desire to apply the grammatical test. As to Orthography, the highest flight of my ambition has not gone beyond such words as "spectres," "assignees," "hypocrites," and yet I fear that not a few of our Canadian youth, distressed by my relentless persistency, have come to regard me as a sort of persecutor; we may imagine, then, what the sense of persecution would be were the "open sesame" of the Providence High School to be adopted in all its fulness here,—and such trial-words as the following propounded,—some of them terrible to the eye and to vocal organs simply excruciating,—"zephyr," "synchronical," "buoyancy," "idiosyncrasy," "peripneumony," "phylactery," and so on through a grim array of some fifty words, more or less appalling in shape and sound. But then, we are told, "the Providence Schools have a high character for the accuracy of their Spelling." I hope the time may soon come when, under our improved system, the same praise may be justly challenged by us. I am sorry to give it as my opinion, that just now, we are more remote from it than it is pleasant to confess. I have no hesitation, then, in declaring it to be my strong conviction that the standard, as to English Grammar, ought to be raised in the case of those Pupils who are to learn only the English branches in the High School, or to add one or more of the other Modern Languages to the study of their own; but what of those who are to study Classics, and of those especially who are to enter the University? There is a difficulty here which we must not attempt to conceal. I imagine that, if the standard be raised, as I propose, few Pupils would be admitted to the High School under thirteen,—an age very suitable for a higher English Course with Science,—but would it be advisable to defer beginning Latin until that

age? There are some men of sound judgment and experience who think that no time is lost by waiting till that age has been reached; that, the faculties being more mature, —the physical frame better developed,—and so much having been done in English, the progress would be more rapid, and that the Boy who commenced at thirteen, would be, at the age of sixteen, in as good a position as if he commenced at ten. I will not attempt to dispute the soundness of that view, although I must confess that my own practice and experience do not recommend it to me. But why not have two standards? I shall refer again to Mr. Fraser's Report, and quote the following passage as bearing upon this point:—

The age of admission to the High Schools varies, but thirteen may be taken as the mean. For admission to the Latin High School at Boston, a Candidate must be not less than ten; to the English High School, not less than twelve; to the Girls' High School, not less than fifteen, nor more than nineteen; to the Free Academy at New York, he must be fourteen. The qualifications for admission to the Latin High School are, that a Boy "shall be able to read English correctly and fluently, to spell all words of common occurrence, to write a running hand, to understand Mental Arithmetic and the simple rules of written Arithmetic, and be able to answer the most important questions in Geography, and shall have a sufficient knowledge of English Grammar to parse common sentences in prose. A knowledge of Latin Grammar is considered equivalent to that of English." For admission to the English High School for Boys, and the High School for Girls, the terms are nearly the same:—"Certificates of age and moral character, and ability to pass a satisfactory examination in Spelling, Reading, Writing, English Grammar, Arithmetic, Modern Geography, and the History of the United States."

From what has been quoted above, the question naturally arises, if the adoption of two standards is found to answer with two distinct classes of Schools, why should it not answer with two distinct divisions of the same School? Of course, it should be open to none but *bona fide* Classical Pupils to enter on the lower standard; and all care should be taken to ascertain that there is an honest purpose to go on with the study of Classics. But even supposing that some, having been admitted on the lower standard, should take up Classical Study for a time only, to drop it afterwards and seek admission to the English Course; such Pupils, in order to be transferred, would have to meet the higher qualification, and the Inspector could easily keep an account of the mode of admission in each case. Still a proceeding of this sort would impose upon the Grammar School Master a preparatory work which ought to be done in the Common School, and as it might be surreptitious, it is to be hoped that very few would resort to it, and we may take it for granted that none would be permitted to resort to it with the knowledge of the County Superintendent. In practice, I do not think any great difficulty would arise in this way.

E.—*In whose Hands is the Admission of Pupils into the High School to be Placed?*

Hitherto the authority to admit Pupils into the Grammar Schools has been in the hands of the Grammar School Inspector, admissions by the Masters being provisional only, and subject to his confirmation. It has been proposed to make an important change in this respect, and, under the new Law, to assign to the several County Superintendents of Common Schools the function of promoting to the High Schools. I may not be acquainted with all the reasons on which this change is based; but the main object in view, and the chief advantage which is expected to be gained, is, doubtless, that the Inspector of High Schools, who, as Grammar School Inspector, has now more than he can attend to, will be relieved of a portion of his work, and that the most elementary, which, in some instances, consumes a large amount of time, and he will thus be enabled to do more towards examining the proper work, and determining the status of the School. Whilst I deeply regret the Inspector's inability, under the severe pressure of his work, to do that work so as to fully satisfy himself, and to render his inspection that guarantee of efficiency which it ought to be; and whilst I consider it most desirable, and, indeed, of urgent necessity, that relief should be afforded in some

shape, or other, I feel myself constrained to say, in the interest of the Schools, that I fear it will operate prejudicially to both Common and High Schools, if the Inspector, or Inspectors, of the latter are to have nothing to say to promotions from the former. As to the inconvenience which pertains to the system at present in force, videlicet, that the Inspector's work is excessive, and that the proposed change would, in many instances, materially reduce that work,—I venture to submit,—if the admission of Pupils be properly, as I cannot but think it is, a function of his office,—then the true remedy is to be found, not in alienating that function, but in appointing at least one additional Inspector. Let but one additional inspector be appointed, and each will be in a position to discharge his duties with fair efficiency. The examination and admission of Pupils is, it is true, elementary work, but it is very important work. It fixes the goal of the lower School, and the starting-point of the higher.' It virtually decides whether the Common School has done its part, and in what condition the High School ought to receive those who are to be the recipients of the higher instruction it has to communicate. If the authority to admit be entrusted to one man, uniformity, which, in itself, is a great thing, will be the result; in the hands of many, we shall have, if not different standards, yet different applications of the same standard. I do not think it is enough to say that the High School will be simply a step from the highest Class of the Common School, the work of which will be strictly defined: for, although you define the work never so strictly, it seems to me that there will be different views as to what constitutes the accomplishment of that work. Nearly equal as the County Superintendents may be in attainments, they will differ, at least, in judgment and temperament; some will be strict and scrupulous; others will be indulgent, and more readily influenced by the natural desire that the Schools of their respective Counties may compare favourably with those of other Counties in point of numbers and proportion of Legislative Grant. This very Apportionment, moreover, of the Legislative Grant, will cause the inevitable diversity to be more keenly felt. I have spoken of competition between the different Counties; may we not apprehend that this would give rise to an evil such as the Reverend James Fraser has described, in connection with promotions in graded Schools of Cities in the United States?

There is a pretty general complaint (he tells us in his Report to the Schools Inquiry Commissioners), that the desire of Teachers in all the grades is to make rapid and numerous promotions, and the competition which exists between different Schools of the same grade with this aim, have a mischievous influence upon the System; and, as a consequence, stringent rules are laid down by most of the Boards of Education to regulate the time and systems of promotion, which, however, do not appear to be thoroughly successful in checking the evil. The number of promotions from the Primary to the Grammar, (intermediate), School with which it is connected, or again, from the Grammar School to the High School, is made by the public, and by the Teachers among themselves, a test of their respective efficiency as compared with their neighbours; and hence the natural results of superficiality, and making 'more haste than good speed.'" But what affects me most as being, in my judgment, most prejudicial to the interests of the Schools, is the check which the proposed change will put upon the efforts of the High School Inspector to elevate and improve that all-important education of our youth in the Grammar and Literature of their Mother Tongue, which has been so much neglected. With the Entrance Examinations in his hands, he will have it in his power at once to protect the High School, and to stimulate its natural tributary and fountain of supply, the Common School, the Teachers of which will be led to consider, with some interest and anxiety, what he expects, and to adapt themselves to the one uniform measure and style of proficiency which he exacts in his interpretation and application of the prescribed standard. It is no weak argument, I think, in favour of the view which I am led to take of this matter, that it is the view taken by our Grammar School Masters without, I believe, a single exception. But there is one difficulty which, I confess, presents itself to my mind as arising out of the present method:—Boys and

Girls, whether fit, or not, for the Inspector, are pushed forward into the Grammar School at the stated periods, and in the numerous cases in which they are not fit, the task of getting them ready is thrown upon the Grammar School Master. From the moment at which they enter the School, until the Inspector makes his visit, unless ample time for the preparatory process has been allowed by a late visit, these new recruits are objects of special interest,—the *spes gregis* almost, for the time being,—inasmuch as on the fate of each depends so much of Government Money; and thus the Master is tempted to bestow less attention on the more advanced Pupils, and to neglect, in some measure, his proper work, in order to undertake work with which it was never intended he should have anything to do. I cannot say that I have often met with this anomaly to such an extent as to do serious harm to the Grammar School, but I have had this extra labour assigned more than once as the cause of imperfection and failure in the regular Grammar School work. It certainly would be well to make this state of things impossible for the future; and I do not see how that can be done without the intervention of the County Superintendents. But why take the preliminary examination altogether out of the High School Inspector's hands, if there be any prospect of his work being curtailed by the appointment of an additional Inspector? Why should not the County Superintendents designate those whom they consider fit for promotion, and the High School Inspector admit them?

### F.—*Necessity for Enlarged Provision for Grammar School Inspection.*

In your "Special Report," published in 1868, you declare your conviction that "inspection," in the very satisfactory form in which it exists in Holland, "is the life, the soul of the Dutch School System, as it must be of any efficient System of Public Instruction." Entertaining so strongly as you do this conviction, you cannot but be anxious,—as indeed I know you are,—to do all in your power towards extending and improving the necessarily imperfect system of inspection which is all that the Grammar Schools of Ontario at present enjoy. You have recommended, and will doubtless be seconded by the Legislature of the Province in establishing, a greatly improved system of inspection for the Common Schools,—a provision, in fact, so far beyond the present notoriously inefficient one that we may hope it will have a most marked influence in raising our Common Schools. I should be glad to cherish the hope that the improvement thus attempted, and likely to be carried out, in connection with our Elementary Schools, will be extended to our High Schools, so that every chance, under circumstances the most favourable, may be given them to do their work well and to make up for the shortcomings of the past; and perhaps it may be well now, when we are on the eve of material changes, to follow up the efforts made in this direction by my Predecessor, and to bring the subject again before the public mind. A feeble voice here and there has been raised in England against State inspection, on the ground, which there is no sufficient evidence to sustain, that such inspection is not liked generally by Parents, and that it discourages men from seeking the Mastership of Schools subject to such inspection. These statements rest upon the smallest basis imaginable. So far from government inspection being distasteful to really qualified men seeking Masterships, we are told, on good authority, that "it used to be a common complaint on the part of Trustees of endowed Elementary Schools in Cumberland and Westmoreland, which were at one time excluded by their endowments from obtaining Annual Grants, and were thus unable to reckon on an annual visit from an Inspector, that they could not secure or retain the services of efficient Schoolmasters at reasonable Salaries, because such men would not stay in a School which was not under government inspection. A similar difficulty has been experienced by the Congregationalists and other Bodies who wished to support efficient Schools, but objected to government Inspection, in getting properly qualified Teachers to accept, or retain, their Schoolmasterships." That Parents should object to that supervision of the Schools by competent and independent Officers, which is one of the best possible guarantees that their children will

be well taught, is incomprehensible, as it is certainly very far from being the fact. That men who wish to obtain Schools, but feel they are not qualified to raise a School to that status which a Government Inspector would be justified, (all circumstances of position and material being considered), in requiring, is much more easily understood; that there are some men amongst the 101 Head Masters of our Grammar Schools who may meet the Inspector at his Official visit with that courtesy which I have not failed to receive in a single instance, but would much prefer, notwithstanding, being left to themselves, I cannot deny; but of this I am firmly persuaded that a large proportion of our Masters desire nothing more earnestly than that the system of inspection should be the most efficient they can have, as well as that the Reports sent in to the Department by the Inspector, might be made to tell with direct and decided effect on their own reasonable hopes of advancement and on the prosperity of the Schools. These men feel that they are doing their work honestly and well, and what they particularly desire is, that their work, in its every branch, may be thoroughly inspected by a man able to judge of it and disposed to do them justice; so that, far from shrinking from Government Inspection, they cordially invite it, and are glad to have it as comprehensive and as searching as it can be rendered. But one Inspector, from whom two visits each year are exacted, cannot do justice to 101 Schools: no matter how vigorously a man may throw his energies into the work, such inspection cannot be efficient. No doubt a salutary impression may be made upon a School even by that inspection, but a comprehensive and accurate estimate of all the work done in each School, is simply impossible; and, as to payment for "Results,"—a principle which has been adopted with good effect in England,—that, of course, is out of the question. And yet I am convinced that our Schools will not give us full satisfaction until that principle has been adopted, in conjunction with average attendance, as the basis on which the Apportionment of the Legislative Grant is made. Numbers are no infallible criterion either of the comparative usefulness of a School, or of the ability with which it is conducted. There are Schools on our list with the same, or nearly the same, average, which yet differ widely in the attainments and skill and energy of the men at their head, and in the comparative value of the work they are doing for the Country at large.

I have looked over the Returns for the latter half of 1869, and I find that our Grammar Schools, with reference to average attendance, may be divided into six classes. In regard to the first two classes, which stand highest in numbers, I do not know that the present mode of Apportionment involves any very sensible injustice; but in every one of the other four classes, there is wide diversity of merit and usefulness, and yet the Schools in each of these classes receive the same, or nearly the same appropriation of Government Money. Amongst those of the third class, for example, we have Goderich, Trenton, Newmarket, Streetsville, Brantford and L'Orignal, standing pretty much on the same footing as to average, and yet if we were to estimate the status of each by examination of work done, the diversity, in some instances, would be rather startling. In the lowest class of all,—lowest, that is as to numbers,—the disparity is particularly striking; and if Metcalfe, Elora, Cornwall, Collingwood, Richmond, Milton and Fergus, in this class, were brought into the arena of competitive examination, they would find themselves engaged in a contest with very unequal capacities for winning the prize. I do not forget that the proposed High School Bill, should it become Law, will go a great way towards rectifying this unfair and disheartening state of things, by abolishing "bogus-Latin" Pupils, and prescribing a real standard and Course of Study for all; but more than this is required. There should be a provision ensuring special reward for special ability, fidelity, and success. Besides this, the stimulus of honourable rivalry is as good for Schools as for individuals, and no more stimulating application of public money can be imagined than this payment for "results" achieved. With a view to this end, Professor Young proposed his scheme of inspection, with its three District Inspectors, and one chief, or principal, Inspector at their head; a scheme which would both provide for a thorough inspection of the Schools, and also make it

practicable to hold such examinations, and to take such records of "results" as would afford the means of fixing the status of each School in a manner calculated to command general confidence in the fairness and justice of the decision. I am afraid there is but little chance that a scheme so elaborate and so costly as that will be adopted at once, but one may reasonably look for a gradual approach to it; and for, at least, the one step in advance which would be accomplished in the appointment of one additional Inspector.

### G.—*Preparatory Classes Attached to the High Schools.—Private Schools.*

In his Report on the Schools and Universities of Continental Europe, Matthew Arnold makes the following statement in connection with Education in Prussia:—

As the Elementary Schools pursue a course of teaching which is not specially designed as a preparation for the higher Schools, it has become a practice to establish *Vorschulen*, or preparatory Schools, as in France, to be appendages of the several higher Schools, to receive little Boys without the previous examination in Reading, Writing, Arithmetic, Grammar and Scripture History, which the higher School imposes, and to pass them on in their tenth year, duly prepared, into the higher School.

It might seem, at first sight, that an arrangement of this sort can have no interest for us, as our Elementary Schools are specially designed to prepare for the higher Schools; but the truth is that a considerable proportion of our youth, in Cities and large Towns, will not be sent to the Common School, but will either find their way into the High School, through a private School, or, (which perhaps will usually be the case), will be kept at the private School until they are sent up to the University, or until all the education they are to receive has been given them at the School. I should be sorry to have private enterprise in Education amongst us subjected to the restraints and discouragements which are put upon it on the Continent of Europe; nevertheless it seems to me that we shall do well to give to our future High Schools all the hold that can be properly given to them on the community, even although the number of Pupils in private Schools might be somewhat diminished, and this more particularly as our private Schools are subject to no Government Inspection. Without the preparatory Class attached to the High School, in populous places, not a few Pupils will be lost to our High Schools. There are such Classes already connected with several of our larger Grammar Schools, and they act as additional nurseries, or tributaries, with excellent effect. I cannot imagine that the establishment of such a Class, with suitable provision for teaching it, is likely to be inconsistent with anything in future legislation; still I have been told that Trustees may hesitate to give their sanction to an arrangement not distinctly prescribed, or, at least, authorized; and it is, therefore, suggested whether something might not be gained by giving to these Preparatory Classes a legal recognition. I simply submit the point to your consideration, and, in doing so, earnestly trust that I shall not be suspected of any latent hostility to our Private Schools. The good Private School cannot but be doing a good work, and, whilst we deprecate all narrow jealousy, we feel that no check on the excessive multiplication of Private Schools is needed, beyond a good condition of the Public School. Let that be efficient, and either the whole work will be left to it, or generally it will leave room for no Private Schools but such as can, at least, come up to its mark. What Matthew Arnold has said of the Schools of Switzerland is worthy of notice in this connection,—"I was told this by Swiss gentlemen of authority and standing, who had themselves been brought up in Fellenberg's famous School at Hofwye, that they would not send their own Sons to any but a Public School, and that even a man of Fellenberg's special gifts could not now, since the improvement of the Public Schools, establish a Private School to vie with them successfully. The best informed Swiss will tell you that the Swiss Private Schools, of which we hear so much in England, now exist merely *pour exploiter les Anglais*, who do indeed invite exploitation."

*Concluding Remarks of the Inspector.*

I have now, Reverend Sir, completed my annual task, and if I have written at greater length than I prescribed to myself in my previous Report, I trust you will be ready to excuse me, making allowance, as I am sure you will do, for the special interest and anxiety which, in common with many an earnest man, I cannot but feel at the present crisis of educational affairs. As to the past, I have been candid in my statement of facts, and I can say that I have done my best to get the fullest and the most accurate information I had it in my power to obtain. As to the future, I have made no suggestions, except on points so intimately connected with my experience, and so vitally associated with the discharge of an Inspector's duties, that I felt I could not overlook them. Whilst I have spoken strongly, as feeling strongly, on some of these points, I have striven at all times to avoid the language of dogmatic pertinacity, and I trust I have not been led away in aught from the truth by undue reliance on my own opinions. The work of a Grammar School Inspector, in making up his Report just now, is, in many respects, an ungracious task, since the public interests require that every effort should be made to strongly point out the injurious results of an unsound principle, which has not only diverted our superior Schools from the fulfilment of their true mission, but has also hindered the natural development of that noble fabric of which we have reason to be proud,—our Common School System. Thus situated, the Inspector may well seem, at times, to have a morbid appetite for the evil, and to close his eyes to the good.

I cherish, therefore, with a good deal of satisfaction, the hope that the introduction of a better system will place the Inspector in a more pleasant position, giving him less of fault-finding, and more of evidence to sustain the Roman orator's eulogy of the high and holy work of training the youthful mind:—"*Quod munus reipublicæ afferre majus meliusve possumus, quam si docemus atque erudimus juventutem!*"

Toronto, January, 1870. J. G. D. Mackenzie.

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## CHAPTER VII.

## THE NORMAL SCHOOL FOR ONTARIO.—ITS DESIGN AND FUNCTIONS.

Prepared by John Herbert Sangster, M.A., M.D., Head Master.

This Institution is designed to train Common School Teachers, so as to fit them for the more efficient discharge of their varied and important duties. Although essentially a Training School, rather than a mere School of Instruction, in the ordinary sense of the term, the majority of those received as Students-in-training are so deficient in scholastic attainments that it is found necessary to include in its Course of Instruction, not merely discussions on the principles of education and methods of teaching, but also the actual teaching of most, or all, of the branches of Common School study. It is conceded by all who have devoted any attention to the subject that "to teach well one must be possessed of adequate knowledge; in a word, must be well informed;" and as more than nine-tenths of those who apply for admission to the Normal School do not possess anything like that amount of information and general knowledge which the advancing spirit of the age very properly demands on the part of those who would become Educators of youth, the Normal School Masters are compelled to supplement, by Lectures on the different Branches of Study embraced in an ordinary English

education, the early training, or want of training, of those who enter its walls. Every Lecture, therefore, given in the Normal School is delivered with a two-fold object:—

1st. To convey to the Class of Students-in-training a certain amount of information on the subject on which it treats; and,

2nd. To give this information in such a manner, that, making the necessary allowance for differences of age and attainments, it may serve as a model of the method in which the same subject is to be discussed before a class of children.

*Terms of Admission to the Normal School.*

Two Sessions are held each year,—the first commencing on the 8th of January, and closing on the 15th of June, and the second beginning on the 8th of August and terminating on the 22nd of December. Females over sixteen years of age, and males over eighteen years of age, who present Certificates of moral character from their Clergymen, are eligible for admission upon successfully passing the Entrance Examination. No charge is made for tuition, and the Students are supplied by the Education Department with such Text Books as they require at half the usual price. If admitted, each Student is required to sign a Declaration that in coming to the Institution his object is to better qualify himself for the discharge of his duties as a Teacher; that it is his intention to devote himself to the profession of teaching in Canada; and that he will strictly keep all the Rules and Regulations of the Institution.

*Periodical Examinations in the Institution.*

The Entrance Examination is held on the third and fourth days, (after the opening of the Session, (the first two days being occupied in receiving names, etcetera), and after it commences no new applications for admission are entertained. This, like all the other Examinations of the School, is in writing on printed Questions, and, although the requirements for entrance are not very formidable, the Papers are read with such strictness that, upon an average, one in ten is sent back for further preparation. After the work of the Session commences, written test Examinations are held once every six weeks, and on these occasions all who are found to have fallen behind the Class, either through carelessness, or want of ability, are required to withdraw for the remainder of the Term. Thus, only those arrive at the close of the Term who can proceed to the final Examination with a reasonably good prospect of obtaining a Certificate to teach. Taking one Session with another, about one-fifth of those actually admitted at the commencement drop off before the close, either through ill-health, or inability to keep up with the work of the Term, while, of those who write at the final Examinations, only about five-sixths are successful in obtaining Certificates.

*Classification of the Normal School Students.*

The Students in attendance are sub-divided into senior and junior Divisions,—the former consisting, for the most part, of those who have already spent one, or more Sessions, in the Institution, and who hold Second, or First Class Certificates therefrom. New comers, who are found, upon examination at the commencement of the Session, to be sufficiently far advanced, are admitted to the Senior Class, but few are found competent to successfully prosecute the work of that Division until after they have studied for one, or two, Sessions in the Junior Class.

*The Governing Body and Teaching Staff of the Institution.*

The Consolidated Common School Law enacts that "The Governor may appoint a Council of Public Instruction for Upper Canada, to consist of not more than nine

Persons, (of whom the Chief Superintendent of Education shall be one), to hold office respectively during pleasure, and such Council shall, in the exercise of its duties, be subject to all lawful orders and directions, from time to time, issued by the Governor."

The members of the Council thus appointed are as follows:—The Reverend Egerton Ryerson, D.D., LL.D., Chief Superintendent of Education; Most Reverend John Joseph Lynch, D.D., Roman Catholic Archbishop of Toronto; Very Reverend Henry James Grassett, B.D., Dean of Toronto; The Honourable Mr. Justice Morrison, Presbyterian Church of Canada; the Reverend John Jennings, D.D., United Presbyterian Church; the Reverend John Barclay, D.D., Church of Scotland; the Honourable Wm. McMaster, Senator, Baptist Church; Venerable Thomas B. Fuller, D.D., D.C.L., Archdeacon of Niagara; Reverend John McCaul, LL.D., President of University College, and the Presidents of the other Colleges affiliated to the University of Toronto, are *ex-officio* Members for Grammar School purposes; Alexander Marling, LL.B., Recording Clerk.

The Act empowers this Council:—"To adopt all needful measures for the permanent establishment and efficiency of the Normal School for Upper Canada, containing one, or more, Model Schools, for the instruction and training of Teachers of Common Schools in the Science of Education and the Art of teaching." It also authorizes the Council:—"To make, from time to time, the Rules and Regulations necessary for the management and government of such Normal School; to prescribe the terms and conditions on which Students will be received and instructed therein; to select the location of such School, and erect, or procure and furnish the Buildings therefor; to determine the number and compensation of Teachers, and of all others who may be employed therein; and to do all lawful things which such Council may deem expedient to promote the objects and interests of such School." And it requires the Council "To transmit annually, through the Chief Superintendent of Education, to the Governor, to be laid before the Legislature, a true account of the Receipt and Expenditure of all Moneys granted for the establishment and support of the Normal School."

The same Act directs the Chief Superintendent of Education:—"To take the general Superintendence of the Normal School; and use his best endeavours to provide for and recommend the use of uniform and approved Text Books in the Schools generally." It makes him also "responsible for all Moneys paid through him, in behalf of the Normal and Model Schools," and requires him "to give such Security for the same as the Governor may require." It further declares that:—"The Chief Superintendent of Education, on the recommendation of the Teachers in the Normal School, may give to any Teacher of Common Schools a Certificate of Qualification which shall be valid in any part of Upper Canada until revoked; but no such Certificate shall be given to any Person who has not been a Student in the Normal School."

The teaching staff of the Normal School consists of a Head Master, a Second Master and other Teachers, as follows:—John Herbert Sangster, M.A., M.D., Head Master; Reverend Wm. H. Davies, B.D., Second Master; J. George Hodgins, LL.D., Barrister-at-Law, School Law Lecturer; William Armstrong, C.E., Drawing Master; Samuel Clare, Teacher of Book-keeping and Writing; Henry Francis Sefton, Music Master; Major Henry Goodwin, Teacher of Gymnastics and Calisthenics.

On Friday afternoon of each week the Ministers of the different Denominations meet their respective Classes for Religious Instruction. The Exercises are opened each day by reading a portion of the Holy Scriptures, and a form of Prayer sanctioned by the Council of Public Instruction.

The sub-division of the School day among the various subjects of Study may be seen from the following:—

PROGRAMME OF LECTURES IN THE NORMAL SCHOOL FOR ONTARIO, 1869, 1870.

| HOURS OF LECTURE. | MONDAY. | | TUESDAY. | | WEDNESDAY. | | THURSDAY. | | FRIDAY. | | SATURDAY. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | *1st Division.* | *2nd Division.* | *1st Division.* | *2nd Division.* | *1st Division.* | *2nd Division.* | *1st Division.* | *2nd Division.* | *1st Division.* | *2nd Division.* | |
| From 8 to 9 A.M..... | Education. | | Natural Philosophy. | | Education. | | Natural Philosophy. | | Education. | | School Drill. |
| From 9 to 10 A.M..... | Arithmetic. | Grammar. | Algebra. | History. | Arithmetic. | Grammar. | Algebra. | History. | Reading. | Algebra. | NO FURTHER LECTURES ON SATURDAYS. |
| From 10 to 11 A.M..... | Grammar. | Arithmetic. | History. | Algebra. | Grammar. | Arithmetic. | English Literature. | Algebra. | History. | Arithmetic. | |
| From 11 to 11.45 A.M.... | Chemistry | Geography. | Music. | | Chemical Physics. | Geography. | Music. | | Chemical Physics. | Reading. | |
| From 11.45 A.M. To 12.30 P.M. ..... | Geography. | Recapitulation. | Book-Keeping. | | Chemistry | Geometry and Calisthenics. | Book-Keeping. | | Geography. | Practice in Use of School Apparat's | |
| From 1.30 to 2.30 P.M... | Linear Drawing. | Geometry | Composition. | | Linear Drawing. | Reading. | Geometry. | Writing. | Composition or Dictation. | | |
| From 2.30 to 3.15 P.M... | Geometry. | Writing. | School Law. | | School Drill. | | —— | | Religious Instruction. | | |

*Course of Study in the Normal School.*

The Course of instruction includes Reading, Writing, Arithmetic, Grammar, History, Geography, History of English Literature, Education, (including leading principles of Mental and Moral Philosophy), Algebra, Geometry, Mensuration, Natural Philosophy, Chemistry, Chemical Physics, Principles of School Law, together with Vocal Music, Drawing and Calisthenics for females and Military Drill for males.

The requirements for entrance and final Examinations on these several subjects are Stated in the following Programme of Course of Study:—

PROGRAMME OF THE ENTRANCE EXAMINATION AND COURSE OF STUDY IN THE NORMAL SCHOOL FOR ONTARIO.

*(Approved by the Council of Public Instruction, on the 24th day of August, 1858).*

| SUBJECTS. | FOR ENTRANCE INTO JUNIOR DIVISION. | FOR SECOND CLASS CERTIFICATE IN JUNIOR DIVISION, OR FOR ENTRANCE TO SENIOR DIVISION. | FOR ORDINARY FIRST-CLASS CERTIFICATE IN SENIOR DIVISION. |
|---|---|---|---|
| ENGLISH | Read with ease and fluency,<br>Parse a common prose sentence according to any recognized authority. | Read Prose with correct emphasis, intelligence, and inflection of voice.<br>Rules of Spelling (Spelling-book Superseded.)<br>General principles of the philosophy of Grammar.<br>Analyze and parse any Prose sentence.<br>Principal Greek and Latin Roots, Prefixes and Affixes.<br>Prose Composition on any simple subject, with correct Punctuation. | Read Poetry and Oratorical Addresses with fluency and expression — Principles of Reading — Science of Languages — General Grammar—Analysis and Parsing of Sentences in Prose and Verse —Changes of Construction.<br>Structure of Propositions and Sentences.<br>Etymology—Changes effected in Roots.<br>Correct Letter-writing, as regards Composition and mechanical arrangement.<br>Composition on any given subject.<br>History of the Origin and Literature of the English Language. |
| WRITING | Write legibly and readily and correctly. | To Write a bold, rapid, running hand. | |
| GEOGRAPHY | The definitions—general knowledge of the relative positions of the principal Countries, with their Capitals-the Oceans, Seas, Rivers and Islands. | The relative positions of all the Countries of the world, with their principal Cities and physical features; the Islands—Hodgins' Geography; Mathematical and Physical Geography, as taught in Sullivan's "Geography Generalized." | Use of the Globes (Keith)—Geography of England, Ireland, Scotland, the United States and British Colonies (Hodgins) — Rudiments of Physical Geography—Structure of the Crust of the Earth. |
| HISTORY | None | General History of the World, from the Creation to the present time, as sketched in the Fifth Book of Lessons.<br>Chronological Chart. | Histories of England and Canada.<br>Philosophy of History. |
| EDUCATION AND THE ART OF TEACHING. | None | The general principles of the Science of Education — General plan of School Organization—Practice of Teaching, as exemplified in the Model School. | The Science of Education applied to the Teaching of Common Schools—Methods of Teaching the different branches—Practice thereof as exemplified in the Model School—Organization of Central Schools—Dimensions and Structure of School-houses—Furniture and Apparatus. |
| * MUSIC | None | Hullah's System | Hullah's System. |
| DRAWING | None | None | Facility in making Perspective Outline Sketches of common subjects. |
| BOOK-KEEPING | None | The Rudiments. | Single and Double Entry. |
| ARITHMETIC AND MENSURATION. | Fundamental Rules, Vulgar Fractions and Simple Proportion. | Notation, Numeration, Fundamental Rules in different scales of Notation, Greatest Common Measure, Least Common Multiple, Prime Numbers, Fractions (Vulgar and Decimal) Proportion (Simple and Compound,) Practice, Percentage (including Simple Interest, Insurance, Brokerage, etcetera), Square and Cube Roots, Mensuration of Surfaces and Mental Arithmetic. | Review past subjects of Junior Division—Discount, Fellowship, Barter, Equation of Payments, Profit and Loss, Alligation, Compound Interest, Annuities, Position, Progression, Logarithms and Applications, Intellectual Arithmetic, Mensuration of Surfaces and Solids. |

* Not required of those who are naturally disqualified.

| SUBJECTS. | FOR ENTRANCE INTO JUNIOR DIVISION. | FOR SECOND CLASS CERTIFICATE IN JUNIOR DIVISION OR FOR ENTRANCE TO SENIOR DIVISION. | FOR ORDINARY FIRST CLASS CERTIFICATE IN SENIOR DIVISION. |
|---|---|---|---|
| ALGEBRA | None | Definitions, Addition, Subtraction, Multiplication and Division. Use of Brackets, Decomposition of Trimonials, Resolution into Factors, Involution, Square of Multinomials,, Expansion of $(a + b)^n$. Evolution, Greatest Common Measure, Least Common Multiple, Fractions, Interpretation of Symbols $\frac{0}{0}$, $\frac{a}{0}$, $\infty$, and $=$, Simple Equations. | Review past subjects of Junior Division—Indices, Surds, Quadratic Equations, Indeterminate Equations, Arithmetical, Geometrical and Harmonical Progression, Ratio, Proportion, Variation, Permutations, Combinations, Binomical Theorem, Notation, Decimals, Interest, &c., Properties of Numbers, Continued Fractions, Exponential Theorem, Logarithms, Algebraic Series, Cubic and Biquadratic Equations. |
| EUCLID | None | Books I. and II., with Exercises (Potts'). | Books III., IV., VI., and Definition of Book V. Exercises on Six Books (Potts'). |
| NATURAL PHILOSOPHY. | None | Properties of Matter, Statics, Hydrostatics, Dynamics and Hydrodynamics, Human Physiology. | Heat, Light, Electricity, Galvanism, Magnetism, Optics and Acoustics, Vegetable Physiology, General View of Geology. |
| CHEMISTRY | None | None | Constitution of Matter Chemical Nomenclature, Symbols, Laws of Combination, Chemical Affinity, Crystallization, Oxygen, Hydrogen, Nitrogen, Carbon, Sulphur, Phosphorus, Chlorine, Calcium, Aluminum, Silicon, Potassium, Sodium, Iodine, Manganese, Magnesium, Iron, Lead, Fluorine, and their principal compounds. Nature of Soils, of Organic Bodies, Germination of the Seed, Development of the Plant, Source of Carbon, Hydrogen and Nitrogen, in Plants, Products of Vegetable Growth, Woody Fibre, Gum, Starch, Sugar, Gluten, Cultivation of Plants, Composition and Formation of Soils, Mineral Constituents of Plants, action of manures, etcetera. |

*List of Text Books Used in the Normal School for Ontario, which are Supplied to Teachers in Training at half price.*

A set of Readers.
Companions to Readers.
Authorized English Grammars.
Lovell's General Geography.
Hodgins' History of Canada.
Sullivan's Geography Generalized.
Sangster's Arithmetic.
Potts' Euclid.
Sangster's Mensuration.
Sangster's Algebra.
Sangster's Philosophy, Parts I and II.
Sangster's Rudimentary Chemistry
Sefton's Manual of Music.
A Slate.
Two Dictation Books.
Two Note Books.
Two Writing Books.
Drawing Materials.
Two Book-keeping Books.

*Additional Qualifications for Honour First Class Provincial Certificates.*

I.—Each Candidate to have held an Ordinary First Class Provincial Certificate, Grade A, for one year.

II.—To give evidence of having been a successful Teacher.

III.—To stand an Examination in the following subjects, in addition to those necessary for an Ordinary First Class Certificate, videlicet.

1. English History and Literature, (Collier).
2. Canadian History and Geography, (Hodgins).

3. Outlines of Ancient and Modern History and Geography.
4. Latin Grammar, (Harkness), and Books IV, V, and VI of Cæsar's Commentaries.
5. Outlines of Geology, (Lyell & Chapman's), and Astronomy, (Mosley's).
6. Science of Teaching, School Organization, Management, etcetera, including a knowledge of the leading principles of Mental and Moral Philosophy.
7. Easy Lessons on Reasoning.
8. Algebra,—General Theory of Equations, Imaginary Quantities, (Sangster's and Todhunter's).
9. Euclid,—Books XI and XII.
10. Trigonometry, as far as the solution of Plane Triangles (Colenso).
11. Inorganic Chemistry, Sangster's Inorganic, Brand and Taylor's for Organic.
12. The Principles of Book-keeping, Music and Drawing.

*General Regulations to be Observed by the Normal School Students.*

Students are permitted to board only in Houses which are specially licensed for that purpose by the Council of Public Instruction.

All Students are required to be in their respective Boarding Houses by 9.30 p.m.

Students are not permitted to indulge in games, or in practical jests, which are calculated to annoy their Class Mates, or to excite ill-feeling.

Students are not permitted to attend evening Lectures, or to go to places of amusement in the evening, or to absent themselves from their respective Boarding Houses for the night, without the express permission of the Head Master first obtained.

Male and female Students are not permitted to communicate with one another, either verbally or in writing, or in any other way, during the Session; nor are female Students permitted to form any new male acquaintances during their attendance at the Institution.

All Students are required to keep their Desks clean, and neatly arranged, to refrain from all talking, or whispering, etcetera, during Lecture and Recitation, to maintain a proper attitude and bearing in Class, and to refrain from all habits that are in any way offensive and objectionable; to diligently prepare his work from day to day, and to conform cheerfully to all the special requirements of the Masters.

Inattention to these Regulations is followed by a report of the delinquency to the Chief Superintendent, and suspension, or dismissal, from the School, as in his judgment seems best.

*Certificates, and the Average Length of Attendance.*

The Certificates given are divided into First and Second Class, and each Class is subdivided in three grades, indicated respectively by the letters A, B and C. Thus, beginning with the lowest and proceeding to the highest, they run, Second Class, grade C; Second Class, grade B; Second Class grade A; First Class, grade C; First Class, grade B; and First Class, grade A. All of these are legal authorizations to teach in any part of the Province of Ontario, and, with the exception of grade C, of Second Class, are valid until revoked by the Chief Superintendent. Second Class Certificates, grade C, are only valid for one year from the date of issue.

The time required to take a Certificate depends, of course, upon the attainments and ability of the Student, and the grade and Class to which he aspires. To obtain a First Class grade A, the average time taken is between three and four Sessions. A few have taken such Certificate in one Session, but the majority require four, five and even six Sessions. The average time required to take a Normal Class Certificate, grade A, is about two Sessions.

Very few spend only one Session at the Normal School. In most cases, Students return for a second, and, in many cases, a third, or fourth, Session. The Certificates

are awarded at the close of the Session by a Committee of Examiners, of which the Head Master and Second Master of the Normal School are Members. The Examination lasts for six days, during each of which the Students write for six hours. The Papers are subsequently carefully read by the Examiners, and a value, varying from one,—the highest,—to six,—the lowest,—is assigned to each. These marks, or values, are entered in appropriate columns in a Book, called the "Certificate Record," which is kept for that purpose, and which serves not only to give a condensed view of the results of the Examination in each individual case, but also for subsequent reference when any question arises as to the standing of a Teacher in any particular branch, when he was in attendance at the Normal School. The grade and Class of the Certificate awarded depends partly on the standing attained at this final Examination, (chief importance being attached to the marks awarded for Education, Aptitude to Teach, Arithmetic, Reading and Spelling, Grammar and Composition), and partly on the character the individual has earned for himself as to quickness and general ability as a Teacher.

The Examination Papers are so constructed that the best Students in the Class can be fairly expected to complete their Answers within the time, (usually three hours), assigned to the Paper. The value given to the written Papers, (and set down on the margin of the Certificate, one being the highest mark given and six the lowest), would run somewhat as follows:—for 80 per cent. or over, one; 65 to 80 per cent., two; 50 to 65 per cent., three; 40 to 50 per cent., four; 30 to 40 per cent., five; and less than 30 per cent., six. The Examiners hesitate to award Certificates to any one who may have received five or six in any essential branch, and refuse absolutely to give Certificates to those who have merited either five or six in Aptitude to Teach, Spelling, Arithmetic, or Grammar.

### *Special Preparations for Duties as Teachers.*

It has already been pointed out that every Lecture given in the Normal School is given in such a manner that, making the necessary allowance for difference of age and attainments, it may serve as a model of the manner in which the Teacher may treat the same subject before a Class of children. In addition to this, however, the Students-in-training receive a thorough Course of Lectures on the Science and Art of Teaching, and they spend a portion of each week in the Model School, where, under the supervision of skilled Teachers, they are required to take charge of the various Classes, and conduct the lessons so as to give practical effect to the instructions received in the Normal School.

The Lectures on Education in the Normal School embrace the following Course:—

I. Art of teaching; characteristics of the successful Teacher; qualification, manners, habits, temper, tone of mind, etcetera.

II. Modes of securing the co-operation of the Pupils; how to secure attention; how to interest the Class.

III. Intellectual teaching,—in what it consists; how secured.

IV. Mode of giving questions; kinds of questions; purposes served by each kind; characteristics of good style of questioning.

V. Mode of receiving answers, and of criticizing them; requirements by way of answering.

VI. Correction of errors; recapitulations, etcetera.

VII. How to teach,—(*a*) Reading; (*b*) Spelling; (*c*) Arithmetic; (*d*) Grammar; (*e*) Composition; (*f*) Writing; (*g*) History; (*h*) Geography; (*i*) Geometry; (*j*) Algebra; (*k*) Philosophy; (*l*) Object Lessons; (*m*) other subjects.

VIII. Organization of Schools; Classification of Pupils; Monitor Teachers,—their use and abuse; School Buildings and arrangements; School Furniture and Apparatus, etcetera.

IX. School Management; Time Tables and Limit Tables; School Rules; School Register; Roll Book; Visitor's Book; School Discipline; Rewards and Punishments.

X. Principles of Mental and Moral Philosophy, as far as applicable to the elementary School Room; Mental, Moral and Physical Culture of childhood.

XI. General principles of Education.

The above Course embraces in all about seventy Lectures, of one hour each.

The Students in attendance are divided into Classes of about nine each, under the superintendence of a leader, whose duty it is to get the Lessons assigned to his Class, and distribute them, the day before they are to be taught, among the Members thereof, so as to give them time for preparation. The Classes go alternately to the Model School, each spending a complete day there in rotation. The Class on duty in the Model School is subdivided in three sections, of three each, and these are detailed to the several Divisions of the Model School. Thus every Student knows the night previously what Division he is to be attached to the following day,—what Lessons he has to teach, and their exact limits. He is exempted that evening from all work for the Normal School, and is held responsible for the thorough preparation of his work for the Model School. Moveover, as no Student is required to teach any subject the method of teaching which has not already been discussed in his hearing, in the Normal School, it follows that the teaching at the commencement of the Session mainly falls to those Members of the Class who have already passed one, or more, complete Sessions in the Institution,—the new comers for the time being merely looking on and familiarizing themselves with the working of the School; towards the close of the Term, however, the teaching in the Model School is mainly confined to the new comers.

The results of each Lesson given is entered in the "Model School Training Register," one page of which is assigned to each Student-in-training. The Book is ruled as below:—

| DATE. | Subject of Lessons. | Class and Division. | AS TO THE CLASS. | | | | AS TO THE TEACHER. | | | | | | | | | | | | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Order. | Attention. | Interest. | Manner or style. | Progress. | Preparation. | Fluency. | Manner. | Energy. | Accuracy. | Watchfulness. | Mode of giving questions. | Mode of receiving answers. | Correction of errors. | Power of giving explanation. | | | Thoroughness. | Effectiveness. | General value of lesson. | |
| | | | | | | | | | | | | | | | | | | | | | | | |
| Marks for the Session..... | | | | | | | | | | | | | | | | | | | | | | | |

(Note. A Final Report is given in writing stating minutely the peculiar qualification of the Student-in-training).

and the numbers are entered in the appropriate columns by the Model School Teachers, from one, implying great excellence, to six, representing complete failure. The Training Registers are sent to the Head Master of the Normal School once a month, and such private commendation, or admonition, is by him awarded to the Students-in-training as each case seems to merit. When the Student indicates, by his course in the Model School, that he is not likely to make a useful Teacher, he is recommended to withdraw.

To supplement these training exercises, the Students are, as often as practicable, divided into Sections,—each of which is taught in some assigned subject,—by the Members thereof in succession, in presence of the Masters of the Normal School. At the close of each Lesson the Students are required to criticize the manner in which it was taught, and offer suggestions for improvement thereon, etcetera.

At the close of the Session the mark awarded for aptitude to teach is determined, partly by the Model School Report, (the blank form is given above), partly by the success and energy with which each Student conducts the Class Recitation in presence of the Masters of the Normal School, and partly by the general character for ability and energy he has earned for himself during the term.

*Extracts from the General Regulations in regard to Boarding Houses.*

The Teachers-in-training are expected to lead orderly and regular lives, to be in their respective lodgings every night before half-past nine o'clock p.m., and to attend their respective Places of Worship with strict regularity. Any improprieties of conduct will be brought under the special notice of the Chief Superintendent of Education.

The Teachers-in-training are not permitted to board and lodge in any House that has not been sanctioned by the Council of Public Instruction. Female Students cannot, moreover, board in any House in which other than female boarders are admitted.

The Council will not be responsible to the Keeper of any Boarding House for Board and Lodging furnished to the Students.

NOTE. No Boarding House Keeper will be licensed unless one Bed Room be allowed exclusively to two Students, and a good sized Parlour be set apart as a Sitting Room for the use of the Students in the House. It is further necessary that the House should, in other respects, be found at all times satisfactory on inspection by the proper authority. No applications for license are received unless made at least a week before the opening of the Session. These Regulations apply to all applicants, and to those now licensed.

*Provincial Certificates Granted by the Chief Superintendent of Education.*

The Chief Superintendent of Education, on the recommendation of the Masters of the Normal School, and under the authority of the following Section of the Consolidated Common School Act for Ontario, grants to the Students of the Normal School, Provincial Certificates of Qualification as Common School Teachers in any part of this Province.

The Certificates are divided into Classes, in harmony with the general Programme, according to which all Teachers in this Province are required to be examined and classified, and are valid until revoked, or until the expiration of the time mentioned in the Certificate, according to the following form:—

THIS IS TO CERTIFY, that ——————————having attended the Normal School during the ——— Session, 18—, and having been carefully examined in the several branches named in the margin, is hereby recommended to the Chief Superintendent of Education, as eligible to receive a First, (or Second,) Class Certificate of Qualification, as a Common School Teacher in Ontario, according to the "Programme of the Examination and Classification of Common School Teachers," revised by the Council of Public Instruction, on the 17th day of December, 1858.

*Head Master.*

*Second Master.*

IN ACCORDANCE with the foregoing recommendation, and under the authority vested in the Chief Superintendent of Education by the 107th Section of the Ontario Consolidated Common School Act, (22nd Victoria Chapter 64),

[L.S.]

STANDING

IN THE DIFFERENT BRANCHES—
Number 1 being the highest and 6 the lowest.

| | |
|---|---|
| *Reading* | |
| *Spelling* | |
| *Writing* | |
| *Arithmetic* | |
| *Grammar* | |
| *Composition* | |
| *Education* | |
| *Aptitude to Teach* | |
| *Geography* | |
| *History* | |
| *Algebra* | |
| *Geometry* | |
| *Mensuration* | |
| *Natural Philosophy* | |
| *Chemical Physics* | |
| *Chemistry* | |
| *School Law* | |
| *English Literature* | |
| *Drawing* | |
| *Music* | |
| *Book-Keeping* | |
| *Punctuality and Regularity* | |
| *Conduct* | |

I do hereby grant to a First, (or Second) Class Certificate of Qualification, as a Common School Teacher, of the grade and standing above indicated, which Certificate shall be valid in any part of Ontario, until revoked by this Department, (or for one year, as in the case of Second Class Certificates, Grade C).

TORONTO,———, 1870. Chief Superintendent of Education for Ontario.

Recorded in Certificate Register A of the Department, Number ——.

Registrar.

Prior to the Ninth Session, no Provincial Certificates were issued. The Head Master certified as to the attendance and conduct of the Pupils, but such Certificates did not qualify the holders to become Teachers in the Common Schools.

# CHAPTER VIII.

## ANNUAL REPORT OF THE NORMAL, MODEL, GRAMMAR AND COMMON SCHOOLS IN ONTARIO, FOR THE YEAR 1869.

To His Excellency the Honourable William Pearce Howland, C.B., Lieutenant-Governor of the Province of Ontario:—

As required by Law, I herewith present my Report on the condition of the Normal, Model, Grammar and Common Schools of the Province of Ontario for the year 1869.

As the increase of the School Fund from local sources during the year 1868 was nearly twice as large as that which had taken place during any year since the establishment of the School System, I anticipated little, if any, increase, from the same sources during the year 1869; but I am happy to be able to state, that although the increase of Fund by local effort in 1868 was $118,997, ($53,027 of which were applied to increase the Salaries of Teachers),—the increase of the Fund for 1869 by the same local efforts is $38,093, of which $28,622 have been expended in increasing the Salaries of Teachers. The increase of Pupils in the Schools has been 12,531. The whole number of Pupils in the Schools is 432,430. I will now give a summary view of progress from the Statistical Tables of this Report.

### I.—*Table A.—Receipts and Expenditures of Common School Moneys.*

1. The amount apportioned from the Legislative Grant was $171,143,—decrease, $844. The amount apportioned for the purchase of Maps, Apparatus, Prize and Library Books, was $13,078,—decrease, $651.

2. The amount from Municipal School Assessment was $372,743,—increase, $10,368.

3. The amount from Trustees' School Assessment was $890,834,—increase, $35,295. The amount of Trustees' Rate Bills for School Fees was $45,709,—decrease, $5,160, showing the steady decline of Rate Bills, and increase of Free Schools.

4. The amount from Clergy Reserve balances, and other sources, applied to School purposes, was $333,916,—decrease, $914.

5. The total Receipts for all Common School purposes for the year 1869 amounted to $1,827,426,—increase over the total Receipts of the preceding year, $38,093.

#### *Expenditures.*

1. For Salaries of Teachers, $1,175,166,—increase, $28,622.
2. For Maps, Globes, Prize Books and Libraries, $29,626,—decrease, $1,531.
3. For Sites and Building of School Houses, $191,370,—increase, $5,060.
4. For Rents and Repairs of School Houses, $54,009,—decrease, $601.
5. For School Books, Stationery, Fuel, and other expenses, $174,724,—increase, $4,911.
6. Total Expenditure for all Common School purposes, $1,624,896,—increase, $36,461.
7. Balances of School Moneys not paid at the end of the year when the Returns were made, $202,529,—increase, $1,631.

### II.—*Table B.—School Population, Pupils Attending Common Schools, Different Branches of Instruction.*

An old Statute still requires the returns of School population to include children between the ages of five and sixteen; but the School Law confers the equal right of

attending the Schools upon all residents in each School Division between five and twenty-one years of age.

1. School population, (including only children between the ages of five and sixteen years), 470,400,—increase, 6,085.

2. Pupils between the ages of five and sixteen years attending the Schools, 409,184, —increase, 11,392. Number of Pupils of other ages attending the Schools, 23,246,— increase, 1,139. Total number of Pupils attending the Schools, 432,430,—increase, 12,531.

3. The number of Boys attending the Schools, 229,685,—increase, 7,878. The number of Girls attending the Schools, 202,745,—increase, 4,653.

4. The number reported as indigent Pupils, 3,425,—decrease, 246.

5. The Table is referred to for the reported periods of attendance of Pupils, and the number in each of the several subjects taught in the Schools.

6. The number reported as not attending any School, 34,660,—decrease, 2,392. The decrease under this head the preceding year was 2,463. The ratio of decrease is gratifying; but I hope it will rapidly advance, and that this ominous and humiliating item will soon disappear altogether through the Christian and patriotic exertions of the people at large, aided by the universally desired amendments in the School Law on the subject of Compulsory Education.

III.—*Table C.—Religious Denominations, Certificates, Annual Salaries of Teachers.*

1. *Number of Teachers, Male and Female.*—In the 4,524 Schools reported, 5,054 Teachers have been employed,—increase, 58; of whom 2,775 are male Teachers,— decrease, 2; and 2,279 are female Teachers,—increase, 60.

2. *Religious Persuasions of Teachers.*—Under this head there is little variation. The Teachers are reported to be of the following Persuasions:—Church of England, 826,—increase, 15; Church of Rome, 566,—increase, 3; Presbyterians, (of different classes), 1,573,—increase, 9; Methodists (of different classes) 1,470,—decrease, 36; Baptists, (of different classes), 307,—increase, 36; Congregationalists, 63,—increase, 8; Lutherans, 18,—decrease, 5; Quakers, 17,—increase, 7; Christians and Disciples, 48,— increase, 6; reported as Protestants, 105,—increase, 2; Unitarians, 8,—increase, 5; other persuasions, 14,—decrease, 2; not reported, 39,—increase, 10.

N.B.—Of the 566 Teachers of the Church of Rome, 338 are employed in the Public Common Schools, and 228 are Teachers of Separate Schools.

3. *Teachers' Certificates.*—Total number of certificated, or licensed, Teachers reported is 4,920,—increase, 38; Normal School Provincial Certificates, 1st Class, 259,—increase, 2; 2nd Class, 342,—decrease, 5; (no 3rd Class Normal School Certificates are given); County Board Certificates, 1st Class, 1,819,—increase, 66; 2nd Class, 2,117,—decrease, 67; 3rd Class, 383,—increase, 42; not reported as classified, 134,—increase, 20; Certificates annulled, 11,—increase, 1.

4. Number of Schools in which the Teacher was changed during the year, 659,— decrease, 36.

5. Number of Schools which have more than one Teacher, 304,—increase, 2.

6. *Annual Salaries of Teachers.*—The highest Salary paid to a male Teacher in a County, $635,—the lowest, $80 (!); in a City, the highest, $1,300,—the lowest, $300; in a Town, the highest, $700,—the lowest, $300; in an Incorporated Village, the highest, $600,—the lowest, $240. The average Salary of male Teachers in Counties was $259, of female Teachers, $188; in Cities, of male Teachers, $602,—of female Teachers, $229; in Towns, of male Teachers, $478,—of female Teachers, $226; in incorporated Villages, of male Teachers, $420,—of female Teachers, $192. While the increase in the number of Schools reported is 44, and the increase in the number of Teachers employed is 58, and the increase in the number of Pupils is 11,392, the increase in aggregate sum paid Teachers is $28,622. There is no increase in the largest Salaries paid Teachers;

the increase has been in adding a little more to the Salaries of the poorer paid Teachers. Amongst the worst enemies to the efficiency and progress of Common School education, are those Trustees and Parents whose aim is to get what they mis-call a "cheap" Teacher, and who seek to haggle down the Teacher's remuneration to as near starvation point as possible, although, in reality, they are intellectually starving their own children and wasting their time by employing an inferior Teacher. Business men find it to their interest to employ good Clerks, as one good Clerk is worth two poor ones; and in order to obtain and retain good Clerks they pay them good Salaries. Experience has long shown the soundness of this business rule and practice in the employment of Teachers; yet how many Trustees and Parents, in School matters, abandon a rule on which not only the Merchant, but the sensible Farmer acts in employing Labourers, preferring to give high wages for good Labourers, than to give lower wages to poor Labourers.

IV.—*Table D.—School Sections, School Houses and Titles, School Visits, School Lectures, School Examinations and Recitations, Time of Keeping Open the Schools.*.

1. The whole number of School Sections reported, 4,598,—increase, 43, chiefly in new Townships. The number of Schools reported as kept open, is 4,524,—increase, 44, these mostly in new Townships.

2. *Number of Free Schools.*—Schools supported entirely by rate on property, and which may be attended, as a matter of right, by all residents between the ages of five and twenty-one years without payment of Fees, is 4,131,—increase, 145. Number of Schools partly Free,—that is with a Rate Bill of Twenty-five cents, or less, per month, is 393,—decrease, 101. I may repeat here, that whether the Schools are Free, or not, depends upon the local votes of the Ratepayers at their Annual Meetings in School Sections, and in the election of Trustees in Cities, Towns and Incorporated Villages; but a general wish has been expressed that all the Common Schools should be made Free by Law,—that twenty years have now elapsed since the question was left as a subject of discussion and voting at the Annual School Meetings, and that there is no good reason for keeping it open any longer as a subject of neighbourhood agitation, as the voice of the Country has been fully and repeatedly expressed on it by making 4,131 of them entirely, and the other 393 nearly Free.

3. The number of School Houses built during the year in Counties was 169, of which 44 were of Brick, 30 of Stone, 67 Frame, and 28 Log, in new Townhsips. Only one School House in a City is reported as having been built during the year; 4 in Towns, and 2 in Incorporated Villages. All these are built of Brick, except one, which is Frame.

4. The whole number of School Houses reported is 4,553, of which 815 are Brick, 427 Stone, 1,817 Frame, 1,469 Log,—decrease of the last, 59.

5. *Titles to School Sites.*—Freehold, 4,078,—increase, 14; Leased, 346,—increase, 25; Rented, 95,—decrease, 5; not reported, 34.

6. *School Visits.*—By Local Superintendents, 10,188,—decrease, 444; by Clergymen, 6,447,—decrease, 2,045; by Municipal Councillors, 1,547,—decrease, 180; by Magistrates, 1,832,—decrease, 117; by Judges and Members of Parliament, 310,—decrease, 132; by Trustees, 18,613,—decrease, 1,200; by other persons, 35,639,—decrease, 3,158. Total School Visits, 74,576,—decrease, 7,366. It will be observed that there is a decrease of School Visits by each class of School Visitors, and an aggregate decrease of 7,366, while there was an increase the year preceding of 3,482 Visits. I am unable to give any explanation of this painful fact; but I hope it does not indicate any diminution of zeal and interest in Common School Education on the part of those whose duty, and interest, and privilege it is to elevate and strengthen public opinion in this first work of civilization, and by personal presence and counsel to prompt and encourage the most indifferent Parents to educate their children.

7. *School Lectures.*—By Local Superintendents, 2,780,—increase, 96; by other persons, 327,—increase, 35. Whole number of School Lectures, 3,127—increase 131. There is a gratifying increase under this head. The Lectures delivered by others than Local Superintendents are, of course, voluntary; but the Law requires that every Local Superintendent should deliver, during the year, at least one Lecture on Education in each School Section under his charge; and the number of School Sections reported, with Schools open in them, is 4,524. There are, therefore, 1,744 School Sections, with Schools open, in which the requirement of the Law, in regard to delivering an Educational Lecture, has not been observed. The Statistical Table shows the Counties in which this neglect of duty occurs. The state of the weather, and other circumstances, may, in some instances, prevent the discharge of this duty, but cannot account for the failure in 1,744 School Sections. The practice of giving Lectures on various subjects is becoming every year more general and popular. It would be singular, indeed, if one Lecture a year in each School Section, on some subject of educational requirement, or progress, could not be made intsructive and popular. It is, however, gratifying to observe that the number of Visits to Schools by Local Superintendents is equal to the requirements of the Law.

8. *Time of Keeping the Schools Open.*—The average time of keeping the Schools open, including the Holidays, eleven months and four days,—decrease, one day. This is nearly twice the average time of keeping open the Common Schools in the States of Pennsylvania and Ohio, and about three months more than the average time of keeping them open in the States of New York and Massachusetts,—arising chiefly from our making the Apportionment of the School Fund to School Sections not according to population, but according to the average attendance and the time of keeping open such Schools,—that is, according to the work done in such Schools.

9. *Public School Examinations.*—The whole number of Public School Examinations was 6,970,—decrease, 173; considerably less than two for each School, although the Law requires that there should be in each School a Public Quarterly Examination, of which the Teacher should give notice to Trustees and Parents of Pupils, and to the School Visitors, (Clergymen, Magistrates, etcetera), resident in the School Section. It may not, perhaps, be easy to keep up the interest of Quarterly Examinations in each School, although this was useful at the beginning of the System; but there certainly should be half yearly Public School Examinations, as in the Provincial Model School,—the one before the Christmas Holidays, and the other before the long Summer Vacation. During the last two years there has been a decrease of nearly 500 in these very important Public School Examinations. I think the time has arrived to make it my duty hereafter to withhold the Apportionment of the School Fund from the Schools in which this provision of the Law is violated. Good Teachers do not shrink from, nor are indifferent to, Public Examinations of their Schools. They seek occasions to exhibit the results of their skill and industry; but incompetent and indolent Teachers shrink from the publicity and labour attendant on Public Examinations of their Schools. The novelty and excitement connected with such Examinations twice a year, together with tests of efficiency on the part of Teachers, and of progress on the part of Pupils, cannot fail to produce beneficial effects on Parents, Pupils and Teachers, as well as on the interests of general and thorough Common School Education; and such Examinations twice a year will doubtless command a large attendance of Parents, Trustees and friends of the Pupils of the School.

10. *The Number of Schools holding Public Recitations* of prose, or poetry, by the Pupils was 2,412,—increase, 80. This exercise should be practised in every School, as it tends to promote habits of accurate learning by heart, improvement in Reading and Spelling, and is an agreeable and often amusing diversion for all parties concerned. The little episodes of such exercises in the ordinary routine of School duties exert a happy influence upon the minds of Pupils and are happy interludes in the work on days of Public Examinations; and the more agreeable and attractive such Exercises, as well

as School Accommodations, can be made, the more rapid and successful will School progress become.

11. *School Prizes and Merit Cards.*—The number of Schools in which Prizes are reported as having been distributed to reward and encourage meritorious Pupils, is 1,357,—decrease, 164,—although there has been an increase in the aggregate amount of Prize Books applied for and sent out to the Schools. In every instance, as far as I can learn, where the distribution of Prizes has not proved satisfactory and beneficial, the failure may be traced to the want of intelligence or fairness, or both, in the awarding of them. In some cases it may be ascribed to the same causes which caused the violation of the Law in not holding Public Examinations of Schools,—the want of competence and industry in Teachers,—their not attending to and recording the individual conduct and progress of each Pupil, and, therefore, the absence of data essential to an impartial and intelligent judgment as to the merits of Pupils. In other cases, there has been a desire to give something to every Pupil without reference to either conduct, or progress, in order that none may complain, thus defeating the very object of Prizes, and rejecting the principle of which the true system of Prizes is established, and on which the Divine Government itself is based, namely, rewarding every one according to his works. I may here repeat again what I have already remarked on this subject, that the hackneyed objection as to the distribution of Prizes exciting feelings of dissatisfaction, envy and hatred in the minds of those who do not obtain them, is an objection against all competitnon, and is, therefore, contrary to every-day practice in all the relations of life. If the distribution of Prizes is decided fairly according to merit there can be no just ground for dissatisfaction; and facilities are provided to determine the merit of punctuality, of good conduct, of diligence, of proficiency on the part of each Pupil during each term of the year,—a four-fold motive to exertion and emulation in every thing that constitutes a good Pupil and a good School. But the indifferent and flagging Teacher does not wish such a pressure to be brought to bear upon his every-day teaching and attention to everything essential to an efficient School; nor does he desire the test of a periodical Examination of his Pupils by an Examining Committee to be applied to his teaching and management of the School. The objection that the distribution of Prizes to deserving Pupils excites the envy and hatred of the undeserving, is a convenient pretext to protect and permit incompetence and indifference on the part of the Teacher.

But the existence of such alleged dissatisfaction is no reason for refusing rewards to punctuality, to good conduct, to diligence, to proficiency on the part of Pupils. There is often great dissatisfaction on the part of unsuccessful Candidates and their friends in the results of Municipal and Parliamentary Elections, and the distribution of Prizes by Agricultural and Horticultural Associations; but this is no argument against the value of free and elective intsitutions; nor does it prevent the people generally from honouring with their suffrages those on whose merits they place most value, even although they may sometimes err in their judgment. Nor do the Managers of Agricultural and Horticultural Societies withhold Prizes from the most successful Cultivators of Grains and Vegetables, and Fruits and Flowers, because of dissatisfaction among the envious of the less diligent and less skilful Farmers and Gardeners.

It is the very order of Providence, and a mixim of Revelation, that the hand of the diligent maketh rich, while idleness tendeth to poverty; that to him that hath, (that is, improves what he hath), shall be given, and the neglecter shall be sent empty away. Providence does not reverse its order of administration, because some Persons are discontented and envious at the success of the faithful diligence and skill of others. Nor does Providence appeal alone to the transcendental motives of duty, gratitude, immortality, but presents also the motives of the life that now is, as well as of that which is to come.

I prefer the order of Providence, and the principles on which our civil Institutions and all our associations for public and social improvements are conducted, to the dead-

level notions of stationary Teachers, and the envious murmurings of negligent Pupils and their misguided friends.

An explanation of this feature of our School System will be its best justification, and evince its great importance. I therefore present it again as follows:—

A comprehensive Catalogue of carefully-selected and beautiful Prize Books has been prepared and furnished by the Department to Trustees and Municipalities applying for them; and, besides furnishing the Books at cost price, the Department adds one hundred per cent. to whatever amounts may be provided by Trustees and Municipal Councils to procure these Prize Books for the encouragement of children in their Schools. A series of Merit Cards, with appropriate Illustrations and Mottoes, has been prepared by the Department, and is supplied to Trustees and Teachers at a very small charge,—half the cost,—and these Merit Cards are to be awarded daily, or more generally weekly, to Pupils meriting them. One class of cards is for punctuality; another for good conduct; a third for diligence; a fourth for perfect recitations. There are generally three, or four, Prizes under each of these heads; and the Pupil, or Pupils who get the largest number of Merit Cards under each head, will, at the end of the Quarter, or Half year, be entitled to the Prize Books awarded. Thus an influence is exerted upon every part of a Pupil's conduct, and during every day of his School career. If he cannot learn as fast as another Pupil, he can be as punctual, as diligent, and maintain as good conduct; and to acquire distinction, and an entertaining and beautiful Book, for punctuality, diligence, good conduct, or perfect recitations, or exercises, must be a just ground of satisfaction, not only to the Pupil, but also to his, or her, Parents and friends. There are two peculiarities of this system of Merit Cards worthy of special notice. The one is, that it does not rest upon the comparative success of single Examinations at the end of the Term, or half year, or year, but on the daily conduct and diligence of each Pupil during the whole period, and that irrespective of what may be done, or not done, by any other Pupil. The ill-feeling by rivalship at a single Examination is avoided, and each Pupil is judged and rewarded according to his merits, as exhibited in his every day School life. The second peculiarity is, that the standard of merit is founded on the Holy Scriptures, as the Mottoes on each Card are all taken from the Sacred Volume, and the illustrations on each Card consist of a portrait of a character illustrative of the principle of the Motto, and as worthy of imitation. The Prize Book System, and especially in connection with that of Merit Cards, has a most salutary influence upon the School discipline, upon both Teachers and Pupils, besides diffusing a large amount of entertaining and useful reading.

### V.—*Table E.—Prayers, Reading of the Scriptures in Schools, Text Books, Maps, Apparatus.*

1. *Prayers and Reading of the Scriptures.*—Of the 4,524 Schools reported, the daily Exercises were opened and closed with Prayers in 3,127 of them,—increase, 66; and the Bible was read in 3,002. No child can be compelled to be present at Religious Instruction, Reading, or Exercise, against the wish of his Parents, or Guardians, expressed in writing. The Religious Instruction, Reading and Exercises, are, like Religion itself, a voluntary matter with Trustees, Teachers, Parents and Guardians. The Council of Public Instruction provides facilities, even forms of Prayer, and makes recommendation on the subject, but does not assume authority to enforce or compel compliance with those provisions and recommendations. In some instances the Reading and Prayers are according to the Roman Catholic Church; but, generally, those Exercises are Protestant. The fact that in 3,127 Schools, out of 4,524, Religious Exercises of some kind are voluntarily practised, indicates the prevalent Religious principles and feelings of the people; although the absence of such Religious Exercises in a School does not, by any means, indicate the absence of Religious principles, or feelings, in the neighbourhood of such School. There are many Religious persons who think the Day School,

like the Farm Fields, is the place of secular work, the Religious Exercises of the Workers being performed, in the one case as in the other, in the household, and not in the field of labour. But as Christian principles and morals are the foundation of all that is most noble in man, and the great fulcrum and lever of public freedom and prosperity in a Country, it is gratifying to see general and avowed recognition of it in the Public Schools.

2. *Text Books.*—In my last Annual Report I explained fully the steps which had been taken and the measures adopted, not only to secure an uniform series of Text Books for the Schools, but an uniform series of excellent Canadian Text Books, and the complete success of those measures. Table E shows that those Text Books are now all but universally used and also the number of Schools in which each of the Text Books on the various subjects of instruction is used.

3. *Maps, Globes, and other Apparatus.*—The Maps and Globes, and most of the other Apparatus used in the Schools, are now manufactured in Canada, forming a new and interesting branch of Canadian Manufacture. Blackboards are used in 4,422, (or nearly all), the Schools,—increase, 169; Globes are used in 1,283 Schools,—increase, 49; Maps are used in 3,693 Schools,—increase, 163. Total Maps used in the Schools, 27,061, —increase, 249.

### VI.—*Table F.—Roman Catholic Separate Schools.*

1. The number of Roman Catholic Separate Schools is 165,—increase during the year, 3.

2. *Receipts.*—The amount apportioned and paid by the Chief Superintendent from the Legislative Grant to Separate Schools, according to average attendance, as compared with that at the Public Schools in the same Municipalities, was $8,730,—decrease, $414. The amount apportioned and paid for the purchase of Maps, Prize Books and Libraries, upon the usual condition of an equal sum being provided from local sources, was $475,—increase, $3. The amount of School Rates from the supporters of Separate Schools, was $31,443,—increase, $885. The amount subscribed by Supporters of Separate Schools, and from other sources, was $16,102,—increase, $824. Total amount received from all sources was $56,751,—increase, $1,299.

3. *Expenditures.*—For payment of Teachers, $38,628,—decrease, $216; for Maps, Prize Books and Libraries, $1,439; increase, $282; for other School purposes, $16,683,—increase, $1,234.

4. *Pupils.*—The number of Pupils reported as attending the Separate Schools, was 20,684,—increase, 90. Average attendance, 8,331,—decrease, 974.

5. The whole number of Teachers employed in the Separate Schools, was 228,—decrease, 8; male Teachers, 104,—increase, 10; female Teachers, 124,—decrease, 18. Teachers of Religious Orders, male, 30,—decrease, 34; female, 43,—decrease, 20.

6. The same Table shows the branches taught in the Separate Schools, and the number of Pupils in each branch; also the number of Schools using Maps, Apparatus and Blackboards.

*General Remarks.*—1. It is proper for me to repeat the remark, that the Public Schools of Ontario are Non-denominational. Equal protection is secured to and enjoyed by every Religious Persuasion. No child is compelled to receive Religious Instruction, or attend any Religious Exercise, or Reading, against the wishes of his Parents, or Guardians, expressed in writing. I have known no instance of proselytism in the Public Schools, nor have I received, during the year, a single complaint of interference with Religious rights so fully secured by Law.

2. According to the returns of the Religious Denominations of Teachers, as given in Table C, and noted above, the number of Roman Catholic Teachers of the Common Schools is 566, of whom 228 are Teachers in Separate Schools. There were, therefore, 338, (increase during the year, 19), Roman Catholic Teachers employed in the Non-

denominational Public Schools,—an illustrative proof of the absence of exclusiveness in the local, as well as executive, administration of the School System, and for which, did the feeling exist, a plea might be made on the ground that general provision has been made for Roman Catholic Separate Schools. I may also observe, that according to the last General Census, there were 464,315 children in Ontario between the ages of five and sixteen years. Of these, according to the proportion of Roman Catholic population, at least 70,000 must be assumed to be the children of Roman Catholic Parents. Of these 70,000 Roman Catholic children, only 29,684, (not one-third of the Roman Catholic School population), attend the Separate Schools; the other two-thirds, (allowing even 10,000 as not attending any School), attend the Public Schools, in which no less than 338 Roman Catholic Teachers are employed; and yet not a complaint has been made of even attempt at proselytism or interference with Religious rights guaranteed by Law.

VII.—*Table G.—Grammar Schools, Receipts and Expenditures, Pupils, Fees, or Free Schools.*

*Receipts.*—The amount of balances from the preceding year, (that is, of moneys not paid out by the 31st of December, 1869, was $10,083,—decrease, $398. The amount of Legislative Grant for the Salaries of Teachers, was $52,103,—decrease, $1,087. The amount of Legislative Grant apportioned for Maps, Prize Books, etcetera, was $789,—decrease, $72. The amount of Municipal Grants in support of Grammar Schools, was $35,403,—increase, $1,220. The amount of Pupils' Fees, was $16,924,—increase, $239. Balances of the preceding year and other sources, $10,789,—decrease, $2,998. Total Receipts, $126,093,—decrease, $3,096. The chief decrease is in the balances from the preceding year; there was an increase in both the amount of Municipal Grants and of the Fees of tuition.

*Expenditures.*—For Salaries of Masters and Teachers, $97,009,—increase, $1,160; for Building, Rents and Repairs, $7,378,—decrease, $2,888; for Fuel, Books, and Contingencies, $8,222,—decrease, $1,124; for Maps, Prize Books, Apparatus, and Libraries, $1,892,—decrease, $291. Total Expenditure for the year 1869, $114,502,—decrease, $3,144. Balances of moneys not paid out at the end of the year, $11,590,—increase, $47. It is probable that the decrease in the amount expended on Buildings may be accounted for by the Trustees charging a large proportion of the building expenses to the Common Schools, in case of unions, (the majority of the Grammar Schools being united with Common Schools), as the Common School Table shows an increase under this head. It is also likely that some projected Buildings are delayed until the Law is definitely settled.

*Number of Schools,* 101,—no increase.

*Number of Pupils,* 6,808,—increase, 959,—a large proportionate increase.

VIII.—*Table H.—Number of Pupils in the Various Branches and Miscellaneous Information.*

This Table shows both the subjects taught and the number of Pupils in such subjects in each of the Grammar Schools, the names, Collegiate Degree, or Certificate of the Head Masters, and number of Teachers employed in each School.

Whole Number of Pupils in English, 6,491,—increase, 928; in English Grammar, 6,463,—increase, 1,026; in Spelling and Dictation, 6,067,—increase, 1,176; in Reading, 5,924,—increase, 1,012; in Composition, 5,015,—increase, 890. Total in Latin, 5,577, —increase, 696; in Harkness or Arnold, 4,146,—increase, 331; in Latin Grammar, 3,384, —increase, 280; in Latin Exercises and Prose Composition, 1,996,—decrease, 306; in Prosody, 558,—increase, 89; Reading Cæsar, 642,—decrease, 63; Reading Livy, 186,—increase, 10; Reading Ovid, 95,—decrease, 20; Reading Cicero, 257,—decrease, 8; Reading Horace, 206,—decrease, 10; in Verse Composition, 129,—increase, 28; average

attendance in Latin, 2,907,—increase, 780.5,—including Girls as well as Boys for 1869. Total in Greek, 858,—decrease, 13; in Harkness, 498,—decrease, 82; in Greek Grammar, 553,—decrease, 170; in Written Exercises, 412,—decrease, 87; Reading Lucian, 208,—decrease, 11; Reading the Anabasis, 253,—increase, 13; Reading Iliad, 152,—decrease, 38; Reading the Odyssey, 63,—decrease, 1. Total in French, 2,416; in French Grammar, 2,125,—increase, 225; in Written Exercise and Composition, 1,908,—increase, 282; in French Dictation and Conversation, 506,—increase, 96; Reading Voltaire's Charles XII., 546,—decrease, 67; Reading Corneille's Horace, 241,—increase, 41. Total in Arithmetic, 6,442,—increase, 990. Total in Algebra, 3,061,—increase, 226. Total in Euclid, 2,053,—increase, 60; in the higher rules of Arithmetic, $5,420,—increase, 821; in the higher rules of Algebra, 1,848,—increase, 68; in Euclid, Books III and IV, 787,—decrease, 3; in Trigonometry, or Logarithms, 501,—decrease, 164; in Mensuration and Surveying, 429,—decrease, 104; in Ancient Geography, 1,368,—increase, 107, in Modern Geography, 5,680,—increase, 916. Total in History, 5,218,—increase, 762; in Ancient History, 1,070,—decrease, 73; in Physical Science, 1,681,—increase, 148; in Christian Morals, 1,487,—increase, 326; in Civil Government, 82,—decrease, 108; in Writing, 5,669,—increase, 965; in Book-keeping and Commercial Transactions, 1,539,—decrease, 3; in Drawing, 885,—increase, 238; in Vocal Music, 623,—increase, 382; in Gymnastics, 616,—increase, 104; in Military Drill, 838,—increase, 107; Schools in which the Bible is used, 57,—decrease, 6; Schools in which there are daily Prayers, 88,—increase, 1; Schools under united Grammar and Common School Boards, 65,—decrease, 2; number of Maps in the Schools, 1,600,—decrease, 54; number of Globes in Schools, 133,—decrease, 11; number of Pupils who were matriculated at any University during the year, 87,—increase, 3; number of Masters and Teachers employed in 101 Schools, 165,—increase, 4.

### IX.—*Table I.—Meteorological Observations in the Counties.*

Of late years the practical value of the science of Meteorology has been recognized by all civilized Governments, and systems of simultaneous observations have been widely established, the results of which must tend to elucidate the laws which control the Atmospheric Phenomena. The late Rear Admiral Fitzroy, when head of the Meteorological Office in England, thus referred to the importance of returns of Temperature, and the especial need of observations in British America:—

"Tables of the mean Temperature of the Air in the year, and in the different months and seasons of the year, at above one thousand Stations on the Globe, have recently been computed by Professor Dové, and published under the auspices of the Royal Academy of Sciences at Berlin. This work, which is a true model of the method in which a great body of Meteorological facts, collected by different Observers, and at different times, should be brought together and co-ordinated, has conduced, as is well known, to conclusions of very considerable importance in their bearing on Climatology, and on the general laws of the distribution of Heat on the surface of the Globe." "In regard to Land Stations, Professor Dové's Tables have shewn that data are still pressingly required from the British North American Possessions intermediate between the stations of the Arctic Expeditions and those of the United States; and that the deficiency extends across the whole North American Continent in those Latitudes, from the Atlantic to the Pacific.

The Grammar School System secures the continuous residence of a class of men, at different points, who are well qualified by education to perform the work of Observation, and the Law authorizes the establishment and maintenance of a limited number of Stations, selected by the Council of Public Instruction, with the approval of His Excellency the Lieutenant-Governor, at which daily Observations are taken of Barometric Pressure, Temperature of the Air, Tension of Vapour, Humidity of the Air, direction and velocity of the Wind, amount of Cloudiness, Rain, Snow, Auroras, and

other Meteoric Phenomena. The Observations are taken at 7 a.m., 1 p.m., and 9 p.m. The Instruments used have been subjected to the proper tests. Full abstracts of the daily Records are sent to the Education Office monthly, in addition to a weekly Report of certain Observations, which is prepared for publication in any local Newspaper the Observer may select. Abstracts of the results for each month are regularly published in the *Journal of Education*, and the Observers' Reports, after strict examination, are arranged and preserved for further investigations.

In my Report of 1867, the results of most of the Observations were presented in the form of synchronous curves, but as the expense proved an objection, a synopsis is now given in figures. For the same reason the important notes of the Observers are omitted. The System has not been sufficiently long in operation to determine the normal conditions at the several Stations, but it will be observed, with respect to Temperature, that the extremes of 1868 were not repeated in 1869, although great similarity is shown in the means.

I have pleasure in adding that the Observers are, upon the whole, discharging their duties with fidelity, and that through their exertions the materials for investigating the Climatology of the Province are rapidly accumulating.

### X.—*Table K.—Normal and Model Schools.*

Never were the Normal and Model Schools in so complete a state of efficiency as at present. The whole System has been brought to a degree of thoroughness and practical efficiency, even in its minutest details, that I have not witnessed in any other Establishment of the kind. The standard of admission to the Normal School has been raised much above that of former years, and therefore the Entrance Examination, (which is always in writing, has been made increasingly severe; yet the applications for admission during the present Session, (August, 1870), have been 180, (larger than for some years), and the failures in Examination have been less than ten,—much less proportionately than at the commencement of previous Sessions. Upwards of 80 of those admitted have been Teachers. The applications now on the books for admission to the Model Schools, above what can be entertained, are upwards of 600.

Table K contains three abstracts, the first of which gives the gross number of applications, the number that had been Teachers before entering the Normal School, attendance of Teachers-in-training, Certificates, and other particulars respecting them during the twenty-one years' existence of the Normal School; the second abstract gives the Counties whence the Students have come; and the third gives the Religious Persuasions of the Students.

The Table shows that of the 5,737 admitted to the Normal School, (out of 6,388 applications), 2,847 of them had been Teachers; and of those admitted, 2,992 were males, and 2,745 were females. Of the 2,992 male Candidates admitted, 2,001 of them had been Teachers; of the 2,745 female Candidates admitted, 846 of them had been Teachers. The number admitted the first Session of 1869 was 166, the second Session, 174,—total, 340,—of whom 201 attended both Sessions. Of the whole number admitted, 158 were males, and 182 females. Of the male Students admitted 93 had been Teachers; of the female Students admitted 42 had been Teachers.

I think it necessary here to repeat the explanations which I have heretofore given respecting the objects and offices of the Normal and Model Schools:—

The Normal and Model Schools were not designed to educate young persons, but to train Teachers, both theoretically and practically, for conducting Schools throughout the Province, in Cities and Towns as well as Townships. They are not constituted, as are most of the Normal Schools in both Europe and America, to impart the preliminary education requisite for teaching. That preparatory education is supposed to have been attained in the ordinary Public, or Private, Schools. The Entrance Examination to the Normal School requires this The object of the Normal and Model Schools is, there-

fore, to do for the Teacher what an apprenticeship does for the Mechanic, the Artist, the Physician, the Lawyer,—to teach him theoretically and practically how to do the work of his profession. No inducements are held out to anyone to apply for admission to the Normal School, except that of qualifying himself, or herself, for the profession of teaching; nor are any admitted except those who in writing declare their intention to pursue the profession of teaching, and that their object in coming to the Normal School is to better qualify themselves for their profession,—a declaration similar to that which is required for admission to Normal Schools in other Countries. Nor is any Candidate admitted without passing an Entrance Examination in writing, equal to what is required for an ordinary Second Class Certificate by a County Board.

No argumentation is any longer required to justify the establishment and operations of Normal Schools. The experience and practice of all educating Countries have established their necessity and importance. The wonder now is, that while no one thinks of being a Printer, or Painter, or Shoemaker, etcetera, without first learning the Trade, Persons have undertaken the most difficult and important of all trades, or professions,—that which develops mind and forms character,—without any preparation for it. The demand for Teachers trained in the Normal and Model Schools, and their success, is the best proof of the high appreciation of the value of their services by the Country. Of course, no amount of culture can supply the want of natural good sense and abilities; but training and culture double the power of natural endowments, and often give to them all their efficiency. For the information of parties desirous of obtaining information in regard to the Course of instruction and training in our Normal School, I append to this Report a valuable Paper on the subject, drawn up by Doctor Sangster, Head Master. [See Chapter VII, page 64].

The Model Schools, (one for Boys and the other for Girls, each limited to 150 Pupils, each Pupil paying One dollar a month, while the Common Schools of the City are Free), are Appendages to the Normal School, and are each under the immediate charge of three Teachers who have been trained in the Normal School, and are overseen and inspected by the Masters of the Normal School. The Teachers-in-training in the Normal School, divided into Classes, spend some time each week in the Model Schools, where they first observe how a Model School for teaching Common School subjects is organized and managed; how the Pupils are classified, and how the several subjects are taught; and they at length teach themselves, as Assistants, under the observation and instruction of the regularly trained Teachers of the School, who also make notes, and report from day to day the attention, aptitude, power of explaining, governing, commanding attention, etcetera. The Head Master of the Normal School includes in his instructions a series of Lectures on School Government, Teaching, etcetera; and the Deputy Superintendent of Education, (a Member of the Bar), delivers a short course of Lectures to the Normal School Students on the School Law, and their duties and modes of proceeding respecting it.

### XI.—*Table L.—Other Educational Institutions.*

As the Common and Grammar Schools are only a part of our educational agencies, the Private Schools, Academies and Colleges must be considered in order to form a correct idea of the state and progress of Education in this Province. Table L contains an abstract of the information collected respecting these Institutions. As the information is obtained and given voluntarily, it can only be regarded as an approximation to accuracy, and, of course, very much below the real facts. According to the information obtained there are sixteen Colleges, (several of them possessing University powers), with 1,930 Students; 279 Academies and Private Schools,—decrease, 3,—with 6,392 Pupils,—decrease, 263; which were kept open 10 months, and employed 352 Teachers,—decrease, 35. Total Students and Pupils, 8,322,—decrease, 263.

XII.—*Table M.—Free Public Libraries.*

1. This Table contains three statements:—first, of the Municipalities which have been supplied with Libraries, or additions, during the year, and the value and number of Volumes to each; second, the Counties to which Libraries have been supplied during the past and former years, and the value and number of Volumes, and also of other Public Libraries; third, the number and subjects of Volumes which have been furnished, as Libraries and Prize Books, to the several Counties each year since the commencement, in 1853, of this branch of the School System.

2. *(Statement Number 1).* The amount expended in establishing and increasing the Libraries is $4,655,—increase, $235,—of which one-half has been provided from local sources. The number of Volumes supplied is 6,428,—decrease, 145. This small decrease in the number of Volumes furnished, as compared with that of the preceding year, while there was an increase in the amount expended, indicates the purchase of larger Books.

3. *(Statement Number 2).* The value of Public Free Libraries furnished to the end of 1869 was $132,129,—increase, $4,655. The number of Libraries, exclusive of sub-divisions, 1,107,—increase, 37. The number of Volumes in these Libraries was 234,038, —increase, 6,428.

*Sunday School Libraries* reported, 2,273,—increase, 71. The number of Volumes in these Libraries was 334,985,—increase, 8,048.

*Other Public Libraries* reported, 385,—increase, 1. The number of Volumes in these Libraries was 174,037,—increase, 357.

*The total Number of Public Libraries* in Ontario is 3,765,—increase, 109. The total of the number of Volumes in these Libraries is 743,060,—increase during the year, 14,833 Volumes.

4. *(Statement Number 3).* This important statement contains the number and classification of Public Libraries and Prize Books which have been sent out from the Depository of the Department from 1853 to 1869 inclusive. The total number of Volumes for Public Free Libraries sent out, 237,648. The classification of these Books is as follows:—History, 41,328; Zoology and Physiology, 15,113; Botany, 2,783; Phenomena, 6,040; Physical Science, 4,708; Geology, 2,041; Natural Philosophy and Manufactures, 12,996; Chemistry, 1,526; Agricultural Chemistry, 794; Practical Agriculture, 9,433; Literature, 22,905; Voyages, 20,462; Biography, 27,367; Tales and Sketches, Practical Life, 66,611; Fiction, 641; Teachers' Library, 2,900. Total number of Prize Books sent out, 442,794. Grand total of Library and Prize Books, (including, but not included in the above, 11,735 Volumes sent to Mechanics' Institutes and Sunday Schools, paid for wholly from local sources), 691,561.

5. In regard to the Free Public Libraries, it may be proper to repeat the explanation that these Libraries are managed by Local Municipal Councils and School Trustees, (chiefly by the latter), under Regulations prepared according to Law by the Council of Public Instruction. The Books are procured by the Education Department, from Publishers both in Europe and America, at as low prices for cash as possible; and a carefully-prepared classified Catalogue of about 4,000 works, (which, after examination, have been approved by the Council of Public Instruction), is printed, and sent to the Trustees of each School Section, and the Council of each Municipality. From this select and comprehensive Catalogue the local Municipal and School Authorities, desirous of establishing and increasing a Library, select such Works as they think proper, or request the Department to do so for them, and receive from the Department not only the Books at cost prices, but an Apportionment in Books of 100 per cent. upon the amount which they provide for the purchase of such Books. None of these Works are disposed of to any private parties, except Teachers and Local Superintendents, for their professional use; and the rule is not to keep a large supply of any one Work on hand, so as to prevent the accumulation of Stock, and to add to the Catalogue yearly new and useful Books which are constantly issuing from the European and American

Press. There is also kept in the Department a record of every Public Library, and of the Books which have been furnished for it, so that additions can be made to such Libraries without liability to send second copies of the same Books.

XIII.—*Table N.—Summary of the Maps, Apparatus, and Prize Books Supplied to the Counties, Cities, Towns and Villages During the Year.*

1. The amount expended in supplying Maps, Apparatus, and Prize Books for the Schools, was $24,465,—decrease, $1,458. The one-half of this sum was provided voluntarily from local sources; in all cases the Books, or articles, are applied and fifty per cent. of the value paid for by the parties concerned before being sent. The number of Maps of the World sent out was 125; of Europe, 208; of Asia, 156; of Africa, 134; of America, 163; of British North America and Canada, 194; of Great Britain and Ireland, 143; of Single Hemisphere, 143; of Scriptural and Classical, 109; of other Charts and Maps, 217; of Globes, 78; of sets of Apparatus, 39; of other pieces of School Apparatus, 728; of Historical and other Lessons, in sheets, 5,240. Number of Volumes of Prize Books, 54,657.

2. It may be proper to repeat that the Map, Apparatus, and Prize Book branch of the School System was not established till 1855. From that time to the end of 1869 the amount expended for Maps, Apparatus, and Prize Books, (not including Public Libraries), was $264,233, one-half of which has been provided from local sources, from which all applications have been made. The number of Maps of the World furnished is 2,315; of Europe, 3,601; of Asia, 2,901; of Africa, 2,687; of America, 3,051; of British North America and Canada, 3,355; of Great Britain and Ireland, 3,500; of Single Hemispheres, 2,395; Classical and Scriptural Maps, 2,493; other Maps and Charts, 5,175; Globes, 1,833; Sets of Apparatus, 349; single articles of School Apparatus, 14,003; Historical and other Lessons, in sheets, 148,332; Volumes of Prize Books, 442,794.

3. I also repeat the following explanation of this branch of the Department:—

The Maps, Globes, and various Articles of School Apparatus sent out by the Department, apportioning one hundred per cent. upon whatever sum, or sums, are provided from local sources, are nearly all manufactured in Canada, and a lower prices than imported articles of the same kind have been heretofore obtained. The Globes and Maps manufactured, (even the material), in Canada contain the latest discoveries of Voyagers and Travellers, and are executed in the best manner, as are Tellurians, Mechanical Powers, Numerical Frames, Geometrical Powers, etcetera. All this has been done by employing competitive, private skill and enterprize. The Department has furnished the Manufacturers with copies and Models, purchasing certain quantities of the articles when manufactured, at stipulated prices, then permitting and encouraging them to manufacture and dispose of these articles themselves to any private parties desiring them, as the Department supplies them only to Municipal and School Authorities. In this way new domestic Manufactures are introduced, and Mechanical and Artistical skill and enterprize are encouraged, and many aids to School and domestic instruction, heretofore unknown amongst us, or only attainable in particular cases with difficulty, and at great expense, are now easily and cheaply accessible to private families, as well as to Municipal and School Authorities all over the Country. It is also worthy of remark, that this important branch of the Education Department is self-supporting. All the expenses of it are reckoned in the cost of the Articles and Books procured, so that it does not cost either the Public Revenue, or School Fund a penny beyond what is apportioned to the Municipalities and School Sections providing a like sum, or sums, for the purchase of Books, Maps, Globes, and various Articles of School Apparatus. I know of no other instance, in either the United States, or in Europe, of a branch of a Public Department of this kind conferring so great a benefit upon the public, and without adding to public expense.

The following Tables will also be found of much interest in connection with this part of our School System.

*Table Shewing the Value of Articles sent out from the Educational Depository during the Years 1851 to 1869, inclusive.*

| YEAR. | Articles on which the 100 per cent. has been apportioned from the Legislative Grant. | | Articles sold at Catalogue prices without any apportionment from the Legislative Grant. | Total value of Library, Prize and School Books, Maps and Apparatus despatched. |
|---|---|---|---|---|
| | Public School Library Books. | Maps, Apparatus and Prize Books. | | |
| | Dollars. | Dollars. | Dollars. | Dollars. |
| 1851 | ..... | ..... | 1,414 | 1,414 |
| 1852 | ..... | ..... | 2,981 | 2,981 |
| 1853 | ..... | ..... | 4,233 | 4,233 |
| 1854 | 51,376 | ..... | 5,514 | 56,890 |
| 1855 | 9,947 | 4,655 | 4,389 | 18,991 |
| 1856 | 7,205 | 9,320 | 5,726 | 22,251 |
| 1857 | 16,200 | 18,118 | 6,452 | 40,770 |
| 1858 | 3,982 | 11,810 | 6,972 | 22,764 |
| 1859 | 5,805 | 11,905 | 6,679 | 24,389 |
| 1860 | 5,289 | 16,832 | 5,416 | 27,537 |
| 1861 | 4,084 | 16,251 | 4,894 | 25,229 |
| 1862 | 3,273 | 16,194 | 4,844 | 24,311 |
| 1863 | 4,022 | 15,887 | 3,461 | 23,370 |
| 1864 | 1,931 | 17,260 | 4,454 | 23,645 |
| 1865 | 2,400 | 20,224 | 3,818 | 26,442 |
| 1866 | 4,375 | 27,114 | 4,172 | 35,661 |
| 1867 | 3,404 | 28,270 | 7,419 | 39,093 |
| 1868 | 4,420 | 25,923 | 4,793 | 35,136 |
| 1869 | 4,655 | 24,475 | 5,678 | 34,808 |

*Book Imports into Ontario and Quebec.*

The following Statistical Table has been compiled from the "Trade and Navigation Returns" for the years specified, showing the gross value of Books, (not Maps, or School Apparatus), imported into Ontario and Quebec.

| YEAR. | Value of Books entered at Ports in the Province of Quebec. | Value of Books entered at Ports in the Province of Ontario. | Total value of Books imported into the two Provinces. | Proportion imported for the Education Department of Ontario. |
|---|---|---|---|---|
| 1850 | $101,880 | $141,700 | $243,580 | $84 |
| 1851 | 120,700 | 171,732 | 292,432 | 3,296 |
| 1852 | 141,176 | 159,268 | 300,444 | 1,288 |
| 1853 | 158,700 | 254,280 | 412,980 | 22,764 |
| 1854 | 171,452 | 307,808 | 479,260 | 44,060 |
| 1855 | 194,356 | 338,792 | 533,148 | 25,624 |
| 1856 | 208,636 | 427,992 | 636,628 | 10,208 |
| 1857 | 224,400 | 309,172 | 533,572 | 16,028 |
| 1858 | 171,255 | 191,942 | 363,197 | 10,692 |
| 1859 | 139,057 | 184,304 | 323,361 | 5,308 |
| 1860 | 155,604 | 252,504 | 408,108 | 8,846 |
| 1861 | 185,612 | 344,621 | 530,233 | 7,782 |
| 1862 | 183,987 | 249,234 | 433,221 | 7,800 |
| 1863 | 184,652 | 276,673 | 461,325 | 4,085 |
| ½ of 1864 | 93,308 | 127,233 | 220,541 | 4,668 |
| 1864-5 | 189,386 | 200,304 | 389,690 | 9,522 |
| 1865-6 | 222,559 | 247,749 | 470,308 | 14,749 |
| 1866-7 | 233,837 | 273,615 | 507,452 | 20,743 |
| 1867-8 | 224,582 | 254,048 | 478,630 | 12,374 |
| 1868-9 | 278,914 | 373,758 | 652,672 | 11,874 |

XIV.—*Table O.—Superannuated and Worn-out Teachers of Common Schools.*

1. This Table shows the age and service of each Pensioner, and the amount which he receives. The System, according to which aid is given to worn-out Common School Teachers, is as follows:—In 1853 the Legislature appropriated $2,000, which it afterwards increased to $4,000 per annum, in aid of Superannuated, or worn-out, Common School Teachers. The allowance cannot exceed $6 annually for each year the Recipient has taught School in Ontario. Each Recipient must pay a Subscription to the Fund of $4 for the current year, and $5 for each year since 1854, if he has not paid his $4 any year; nor can any Teacher share in the Fund unless he pays annually at that rate, commencing at the time of his beginning to teach, or with 1854, (when the System was established), if he began to teach before that time. When a Teacher omits his annual subscription, he must pay at the rate of $5 for that year in order to be entitled to share in the Fund, when worn out. When the Fund is not sufficient, (as it never has been since the first year of its administration), to pay each Pensioner the full amount permitted by Law, it is then divided among the Claimants, according to the number of years each one has taught. To secure equality, each Claimant is paid in full the first year, less the amount of his subscriptions required by Law to be paid.

2. It appears from the Table that 247 have been admitted to receive aid, of whom 116 have died, have not been heard from, or have resumed teaching, or have withdrawn from the fund before or during the year, 1869, the amount of their subscriptions having been returned to them.

3. The average age of each Pensioner in 1869 was 68 years; the average length of time of service in Ontario was 21 years. No time is allowed Applicants except that which has been spent in teaching a Common School in Ontario; although their having taught School many years in England, Ireland, Scotland, or the British Provinces, has induced the Council, in some instances, to admit Applicants to the list of worn-out Common School Teachers after teaching only a few years in this Province, which would not have been done had the Candidate taught, altogether, only a few years of his life.

4. My Report in former years contained the names of the parties on whose testimony the application in regard to each case was granted, together with the County of each Pensioner's residence. That part of the Table has been omitted in my last three Reports to save the expense of printing, although the record is preserved in the Department for reference, if occasion require.

XV.—*Table P.—Educational Summary for 1869.*

This Table exhibits, in a single page, the number of Educational Institutions of every kind, as far as I have been able to obtain Returns, the number of Students and Pupils attending them, and the amount expended in their support. The whole number of these Institutions in 1869 was 4,923,—increase, 41; the whole number of Students and Pupils attending them was 448,160,—increase, 13,227; the total amount expended for all educational purposes was $2,059,783,—increase, $32,584. The total amount available for educational purposes was $2,273,903,—increase, $34,264.

XVI.—*Table Q.—General Statistical Abstract of the Progress of Education in Ontario, from 1842 to 1869 inclusive.*

It is only by comparing the number and character of Educational Institutions at different periods, the number of Pupils attending them, and the sums of Money provided and expended for their support, that we can form a correct idea of the educational progress of a Country. The statistics for such comparisons should be kept constantly before the public mind to prevent erroneous and injurious impressions, and to animate to efforts of further and higher advancement.

Congratulations have often been expressed at the great improvements which have been made in all our Institutions of Education, in regard both to the subjects and methods of teaching, as in the accommodations and facilities of instruction; also in the number of our Educational Institutions, in attendance upon them, and in the provision for their support. But it is only by analyzing and comparing the statistics contained in Table Q, that a correct and full impression can be formed of what has been accomplished educationally in Ontario during the last twenty years. Take a few items as examples. From 1848 to 1869, the number of Common Schools has been increased from 2,800 to 4,359, and the number of Pupils attending them from 130,739 to 411,796. The amount provided for the support of Common Schools has been increased since 1848 from $344,276 to $1,175,166, besides the amount provided for the purchase, erection, repairs of School Houses, etcetera, of which there are no reports earlier than 1850, but which at that time amounted to only $56,756, but which in 1869 amounted to $439,731, —making the aggregate for Common School purposes in 1869, $1,624,897. Then the number of Free Schools since 1850 has increased from 252 to 4,131: to which are to be added the Normal and Model Schools, the system of uniform Text Books, Maps, Globes, Apparatus, (of domestic manufacture), Prize Books and Public Libraries.

### XVII.—*The Educational Museum.*

Nothing is more important than that an Establishment designed especially to be the institution of the people at large,—to provide for them Teachers, Apparatus, Libraries, and every possible agency of instruction,—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the Schools have been established, and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of Students and Pupils, and for the useful entertainment of numerous Visitors from various parts of the Coutry, as well as many from abroad, have been rendered as attractive and complete as the limited means furnished would permit. Such are the objects of the Educational Museum. (See page 45).

### XVIII.—*Report of the Inspector of Grammar Schools.*

I beg to direct special attention to the practical and excellent Report of the Inspector of Grammar Schools, [which will be found in Chapter VI]. The Report of the Inspector, (the Reverend J. G. D. Mackenzie, A.M.), this year, as last year, is alike kind and faithful, and is replete with practical remarks and suggestions; it points out clearly the defects of many, both Grammar and Common Schools, and shows clearly in the interests of higher English, as well as of sound Classical Education, the necessity of the revisal of the System, as contemplated by the principal provisions of the Grammar School Bill, which were recommended by a Select Committee of the Legislative Assembly of 1868, and which was almost unanimously concurred in by the County School Conventions held in February and March of 1869. I agree entirely with Mr. Mackenzie in his urgent suggestions for increased provision for the Inspection of Grammar Schools, and in recommending the apportioning of the Grammar School Fund, according to "results" of teaching, and not merely according to numbers.

### XIX.—*Extracts from Reports of Local Superintendents of Common Schools.*

In most School Reports, both in Great Britain and the neighbouring States, a large space is devoted to extracts from local reports, as illustrating the practical working of the System, the inner and practical life of the people in their social relations and development,—the intelligent and noble struggles of some new settlements to educate their children, and the shameful negligence of some old settlements in regard to the education of their children.

*Character of these Reports.*—In the Appendix to this Report I have given extracts from the Reports of Local Superintendents of Townships, Cities, Towns, and incorporated Villages. These extracts of Reports, impartially given, are few in comparison with the five hundred Municipalities of this Province. Very many of the local statistical Reports are unaccompanied by any remarks, indicating, probably, the absence of anything very gratifying to remark upon. But the extracts given will, among other things above noticed, establish the following facts:—

1. *Apathy and Selfishness a Cause of Backwardness.*—That the inefficiency and stationary condition of the Schools in many places does not arise from any complained of defects in the School Law, or System, but in most instances from the apathy and misguided selfishness of the parties concerned,—in a few instances from the newness and poverty of the settlements.

2. *Spirit and Enterprize of Old and New Townships Contrasted.*—That, on the contrary, the gratifying advancement of the Schools in other places does not depend upon the age, or wealth of the settlement, but upon the spirit of the people. Some of the oldest settlements of the Province in the River anl Lake Townships of the County of Welland, and on the River St. Lawrence, are far behind the greater part of the newer Townships.

3. *Eastern and Western parts of Ontario Compared.*—That, as a general rule, the Eastern section of Ontario, east of Kingston,—the County of Lanark excepted,—are far less advanced and far less progressive than the Western part of the Province, except some old Townships on the Rivers Niagara and Detroit, and on Lake Erie. This will be strikingly seen on reference to the Library Map published in my Report for last year.

4. *Best Teachers the Cheapest.*—That as the best made Shoes and Waggons, and Fences, and Farm Tools are the most serviceable and cheapest in the long run, so the best Teachers, and School Houses and Furniture, are by far the cheapest, as well as the most profitable for all parties and all the interest of education and knowledge.

5. *Evile of the "Cheap" Teachers.*—That the most serious obstacles to the education of children in many parts of the Country are bad School House Accommodation, and the employment of incompetent and miscalled "cheap" Teachers; the only remedy for which is requiring proper School House Accommodation, doing away with the lowest class Teachers, and prescribing a minimum Teacher's Salary which will secure the employment and continuance in the profession of competent Teachers. That is what the Country, as a whole, owes to itself, as well as to the helpless and injured youthful members of it.

6. *Faithfulness of County Boards.*—That immense advantages have resulted from the faithfuiness wlth which the County Boards of Public Instruction have generally discharged their duties in the examination and licensing of Teachers; but it is manifest that there is great need of simplifying their constitution and duties, and of the greater efficiency of the office of Local Superintendent, as well as to prevent the well qualified Teachers whom they license from being deprived of, or driven from employment by the meanness and folly of Trustees who employ incompetent Teachers.

7. *Free Schools Universally Popular.*—That opinions and practice have become so general in favour of Free Schools, that it is time now to settle the question by Legislative enactment, as well as to provide for the application o fthe Free School principle in regard to the universal instruction of children. No child should be deprived of what the whole community is taxed to provide for it.

8. *Competitive Examinations and Prizes.*—That competitive Examinations of Schools, and the distribution of Prizes to reward and encourage punctuality, good conduct, diligence, and perfect recitations of Pupils, form a powerful element for improving the Schools, and animating Teachers and Pupils to exertion. In all the local Reports, there is scarcely a dissenting voice as to the salutary influence of distributing Prizes as an encouragement and reward to meritorious Pupils in the Schools. The two or three instances in which a doubt as to their beneficial influence has been expressed,

have been where the Prizes have been distributed in an exceptional manner,—by the Teacher alone, or upon the single ground of cleverness, or success at final Examinations, and not embracing rewards also for punctuality, good conduct, diligence, (as suggested and provided for by the four classes of Merit Cards), as well as for perfect recitations. The testimony is unanimous and unqualified as to the very beneficial influence upon Teachers and Pupils of Competitive Examinations among the Pupils of the several Schools of a Township. The twofold objection heretofore urged in a few instances is now seldom repeated, namely, that the distribution of Prizes is not an appeal to the high motives of duty, but to the lower motive of selfishness, as if the Bible does not from beginning to end urge the motive of reward as well as of duty upon human beings of all ranks and ages; and, secondly, that of discriminating between Pupils and rewarding the meritorious excites jealousy and hatred in the minds of the undistinguished and unrewarded,—an objection, according to the principle of which, punctual, well-conducted, diligent and successful men in life ought not to be rewarded by any respect or notice, or increase of wealth, over the negligent, lazy and worthless, lest the latter should envy the former! Whereas the principle of Providence as well as of Revelation, is, that the hand of the diligent maketh rich, while idleness tendeth to poverty, and that every man,—in childhood as well as in manhood,—shall be rewarded according to his works.

9. These Extracts from local Reports clearly attest and strongly evince the need of the principal provisions which were recommended in a School Bill to the Legislative Assembly, by a Select Committee of its Members, and which were subsequently approved of by four-fifths of forty County School Conventions.

### XX.—*Concluding Remarks of the Chief Superintendent.*

I defer, until the passing of the proposed Grammar and Common School Amendment Bills, any extended remarks on what I believe to be the needed developments of our Schools, in their relations, subjects, and methods. I will confine myself to repeating the expression of the conviction, that the tendency of the youthful mind of our Country is too much in the direction of what are called the learned professions, and too little in the direction of what are termed industrial pursuits. There is certainly no need to stimulate any class of youth to Classical Studies with a view to the profession of the Law, Medicine, etcetera, but it appears to me very important, as the fundamental principles and general machinery of our School System are settled, that the subjects and teaching of the Schools should be adapted to develop the resources and skilful industry of the Country. In all cases the possibly useful and merely ornamental should yield to the essential and practical, and there are many things not essential for every child to know in regard to the physical history of the Globe and of its people; but I think every child should be taught and should know how to read and spell his own language, to write well, to know the names and characteristics of the Vegetables and Flowers and Trees with which he daily meets; the Insects and Birds and Animals of his Country; the nature of its Soils and Minerals; the Chemical and Mechanical principles which enter into the construction and working of the Implements of Husbandry; the Machinery of Mills, Manufactures, Railroads and Mines; the production and preparation of the Clothes we wear, the Food we eat, the Beverages we drink, the Air we breathe; together with the Organs of our Bodies, the Faculties of our Minds, and the Rules of our Conduct. The master of these subjects, for ordinary practical purposes, is as much within the capacity of childhood and youth as any of the hundred things that children learn in the street and by the fireside; and the knowledge of them would contribute vastly more to skilled and various industry, and to the interest and enjoyment of social life, than the smattering of certain things which occupy the time attention of many a youth in our Grammar Schools.

Toronto, August, 1870. Egerton Ryerson.

# CHAPTER IX.

## PROCEEDINGS OF THE SENATE OF THE UNIVERSITY OF TORONTO, 1870.

*March 10th, 1870.* The Vice Chancellor reported that Mr. Arthur H. Hughes, M.B., had presented a satisfactory Thesis for the Degree of M.D., and recommended that, in view of his approaching departure for India, the Degree of M.D. should now be conferred upon him.

Moved by the Vice Chancellor, seconded by Doctor W. T. Aikins, That, having regard to the proposed early departure of Mr. Arthur H. Hughes, M.B., for service in the Medical Staff in India, and he, having complied with the requirements of the Statute in that behalf, that the Degree of Doctor of Medicine be now conferred by the Senate on Mr. Hughes. (Carried).

Mr. Hughes being in attendance was admitted into the Senate Chamber and the Degree of M.D. was conferred upon him by the Senate.

The Vice Chancellor communicated to the Senate that the Reverend Doctor and Mrs. Wickson had presented to the University a copy of the Statute of William of Wykeham, now in the Library. The Registrar was instructed to communicate to Doctor and Mrs. Wickson the thanks of the Senate for their valued Gift.

An application from Mr. William Armstrong and others praying that the Examinations for Medals in Natural Science for 1870 be conducted according to the requirements of the Curriculum for 1864. This was referred to a Committee consisting of the Vice Chancellor, Doctor Wilson, Professor Cherriman, and Mr. Cockburn. The question of recognition of the matriculation Examination of the College of Physicians and Surgeons was also referred to the same Committee.

*March 24th, 1870.* In accordance with the report of the Committee in that behalf, it was resolved that Candidates for Silver Medals in the Department of Natural Sciences, should be governed by the requirements of the old Curriculum for the year 1870. Also that, for the present academic year, Matriculation before the College of Physicians and Surgeons of Ontario be considered as equivalent to Matriculation in the Faculty of Medicine.

*April 19th, 1870.* A Memorial from Mr. William Paterson was read, asking the Senate to grant him a right of way to a Lot in the corner of the Queen Street and Yonge Street Avenues.

Moved by Mr. J. H. Morris, seconded by Mr. J. Helliwell, That the Memorial of Mr. Paterson be referred to the Committee on Grounds for their Report. (Carried).

Moved by the Chancellor, seconded by the Vice Chancellor, That the request contained in the Communication of Mr. Edwards, Secretary of the Toronto Grammar School Trustees, for the temporary use of the Building in the Queen's Park be granted, subject to a formal lease at a nominal rent being executed, with such provisions as will ensure the giving up of the Building on the 1st of October next. (Carried).

*April 26th, 1870.* Read a Report of the Grounds Committee on the application of Mr. Paterson for a roadway on the Lot situated on the Corner of the Yonge and Queen Street Avenues, recommending the granting of his request, upon the conditions and stipulations therein set forth. Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the Report now read be adopted. (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the Upper Canada College Committee for the ensuing year shall consist of Doctor L. W. Smith, Mr. T. A. McLean and Mr. J. H. Morris, in addition to the *ex officio* Members.

*May 12th, 1870.* No business of public importance was transacted at this Meeting.

*May 18th, 1870.* The Vice Chancellor submitted the Report of the recent Examination in the Faculty of Medicine. The Medals which the Committee recommended to be awarded were as follows:—Gold Medal, Mr. A. Greenlees, Silver Medal, (1) Mr. T. W. J. Burgess, (2) Mr. W. J. Wagner, (3) Mr. W. Burt, (4) Mr. A. W. Williams. Starr Gold Medal, Mr. T. J. W. Burgess; Silver Medal, (1) Mr. A. Greenlees, (2) Mr. W. J. Wagner. Several Scholarships were also awarded. Moved by the Vice Chancellor, seconded by Doctor W. T. Aikins, That the Report be received and adopted. (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the Examiners in the different Faculties for the year 1870-71 be appointed. (Which was done).

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the Communication of the City of Toronto, respecting a Site for a Building in the Park, be referred to the Committee on Grounds. (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the Statute respecting the erection of a Boiler and Engine House be read a First time. (Carried).

*June 7th, 1870.* The Vice Chancellor presented his report upon examinations in the Faculties of Law and Arts, and in the Schools of Civil Engineering and Agriculture.

The following Candidates are recommended for Medals:—

Classics ..... Mr. G. Gleason, Gold Medal.
Mr. G. R. Grasett, Silver Medal.
Mr. J. H. Coyne, Silver Medal.
Mathematics ..... Mr. A. Sinclair, Gold Medal.
Modern Languages .... Mr. J. H. Coyne, Gold Medal.
Modern Languages ..... (1) Mr. G. A. Chase; (2) Mr. E. B. Edwards; (3) Mr. A. E. Richards, Silver Medals.
Natural Sciences ..... Mr. R. D. Fraser, Gold Medal.
Natural Sciences ..... (1) Mr. L. C. Spencer; (2) Mr. G. Baffie; (3) Mr. A. Carlyle; (4) Mr. T. E. Ewen, Silver Medals.
Metaphysics ..... Mr. J. D. O'Meara, Gold Medal.
Metaphysics ..... (1) Mr. R. Harcourt; (2) Mr. W. Armstrong, Silver Medal.
Prize in Oriental Languages ..... Mr. W. Armstrong.
Prize in Greek Verse ..... Mr. G. R. Grasett.
Prize in French Essay ..... Mr. J. H. Coyne.
Prize in German Essay ..... Mr. G. A. Chase.

The Prince's Prize has been awarded to Mr. J. H. Coyne. Several Scholarships were also awarded.

In the Faculty of Law, the following Bachelors of Laws being of sufficient standing and character, and having complied with the requirements of the Statute, were entitled to the Degree of LL.D.:—Messieurs D. Blain, S. H. Cochrane, J. G. Hodgins, T. H. Spencer, and the Reverend D. Waters.

Also in the Faculty of Medicine that the following are entitled to the Degree of M.D.:—Messieurs J. E. Graham, J. Hickman, W. H. Miller, J. C. McArthur, and H. Richardson.

And in Arts Faculty, the following Bachelors of Arts are entitled to the Master's Degree:—Messieurs E. M. Bigg, E. P. Crawford, J. E. Croly, J. H. Hughes, W. Mulock, W. Macdonald, J. B. McQuesten, H. H. Rose, M. I. Stewart, J. Somerville, J. Taylor, A. J. Traver, L. Woolverton.

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, (1) That the above Report be received and adopted. (2) That the Degree of B.A. be conferred on Mr. Crickmore. (Carried).

*June 8th, 1870.* The Senate proceeded to the Convocation Hall, where Degrees were conferred and Scholars admitted, as appears on record in the Book of Convocation.

*June 22nd, 1870.* There not being a quorum present the Senate adjourned.

*June 28th, 1870.* The Vice Chancellor read the Report of the Committee on Grounds in regard to the Letter of Mr. Carr, City Clerk, which was as follows:—

The Committee have considered the Communication of the Corporation of the City of Toronto, requesting permission to erect in the Queen's Park of the Exhibition Building now in the Grounds in the Garrison Commons, and beg to report to the Senate that the Committee is of opinion that the erection of this, or any similar structure, for the purpose stated would be inconsistent with the objects proposed when the Park was set apart by the University for the recreation and health of the Citizens. The Committee would, therefore, recommend the Senate not to accede to this request.

Moved by the Vice Chancellor, seconded by Professor Cherriman, (1) That the Communication of Mr. Rutherford be referred to a Committee consisting of the Vice Chancellor, the Reverend Doctor McCaul and Professor Cherriman, with power to dispose of the same finally. (2) That Mr. Drummond be allowed options, as of a Second Class in Modern Languages, and that his attendance at Lectures for the next year be dispensed with. (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor John Barclay, That the Report of the Examiners in the Faculty of Arts be amended, by adding an award in the Prize in Meteorology to Mr. T. C. Spencer, who stood first in the First Class of that Department. (Carried).

Moved by the Vice Chancellor, seconded by Professor Croft, That the Report of the Committee be received and adopted. Also that the Statute relating to the erection of the Boiler and Engine House be read a Second time and passed. (Carried).

Moved by Professor Cherriman, seconded by Mr. G. R. R. Cockburn, That a Memorial be presented to His Excellency the Visitor, praying him to take into consideration the propriety of establishing a system of Superannuation, with retiring allowance, for the Professors of University College, and also for other Officers and Servants of the College and University, and for the Prinicpal and Masters in Upper Canada College; and that the following be a Committee to draft and present such Memorial:—The Vice Chancellor, the Reverend Doctor McCaul, Mr. G. R. R. Cockburn, and the Mover. (Carried).

*August 16th, 1870.* The Report of the Directors of the Museum was read as follows:—

The Directors of the Museum beg leave to report that they have considered the expediency of expending a portion of the balance of the appropriation standing in the Bursar's Books to the credit of the Museum and recommend the following items:—

| | | | |
|---|---|---|---|
| Increased accommodation including cases | $1,000 00 | Ethnology | 150 00 |
| Natural History | 250 00 | Chemical Apparatus | 250 00 |
| Classical Archaeology | 600 00 | Total | $2,250 00 |

The Reverend Doctor McCaul verbally explained the nature and necessity of the proposed expenditure. The Vice Chancellor presented a Memorandum from the Bursar, shewing that there was a balance of $3,027 of the Museum appropriation.

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, (1) That the Report of the Directors of the Museum be received and adopted. (2) That the following sums are hereby authorized to be expended out of the moneys standing to the credit of the Museum appropriation account for Museum purposes, as recommended

in the Report of the Directors, that is to say, (the Amount as above stated in the Report).

Read a Letter from the Provincial Secretary, returning the Statute relating to the Boiler and Engine House, approved by His Excellency the Visitor.

*September 30th, 1870.* There not being a quorum present, the Senate adjourned.

*October 6th, 1870.* Read a Memorial from Mr. Hope and others lessees of Property in the Park as to the Building recently occupied as a Lunatic Asylum.

Moved by the Vice Chancellor, seconded by Professor Cherriman, That the Memorial of Mr. Hope and others be referred to the Committee on Grounds to report upon. (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor John Jennings, That the Members of the Library Committee for last year be re-elected. (Carried).

Moved by the Vice Chancellor, seconded by Doctor Daniel Wilson, That the Committee on Grounds consist of Doctor H. H. Croft and Mr. G. R. R. Cockburn, in addition to the *ex officio* Members. (Carried).

Moved by the Reverend John Davison, seconded by Doctor Croft, That the Committee on the Observatory be re-appointed. (Carried). Which was done.

*Resolved,* That Mr. Adam Crooks be elected Vice Chancellor for the next ensuing two years.

*October 20th, 1870.* The Report of the Special Committee on the construction of the Boiler and Engine House was read, and the Vice Chancellor introduced a Statute founded thereon, to authorize the additional expenditure of Fifteen hundred dollars thereby recommended.

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the Statute be now read a First time. (Carried).

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the matters referred to in the notices respectively given by the Vice Chancellor and the Reverend Doctor McCaul, relative to examinations for the higher Degrees in the different Faculties, and with respect to certain changes in the Curriculum in Arts, be referred to a Committee to report thereon respectively, such Committee to consist of the Vice Chancellor, Doctor McCaul, Doctor Wilson, Doctor Jennings, Doctor Smith, Doctor McMichael, and Mr. Blake. (Carried).

Moved by the Professor Cherriman, seconded by Doctor Wilson, That the Vice Chancellor, Doctor McCaul, Mr. Langton, Professor Cherriman, Mr. G. R. R. Cockburn and the Reverend John Davison be a Committee to report upon a mode of superannuation for the different Professors, Masters and Officials connected with the University, University College and Upper Canada College. (Carried).

*October 29th, 1870.* The Vice Chancellor read the Report of the Committee appointed to consider the mode of Examination for higher Degrees, which is as follows:—

The Committee to whom was referred the subject of examination for Higher Degrees in the different Faculties beg leave to report that the Thesis required therefor shall be written in the Examination Hall, in the presence of Examiners specially appointed in the different Faculties, and that the subject for the Thesis be given by the Examiners, or some one of the different Departments, or Branches of Study in the respective Faculties.

Also the Report of the Committee on Grounds was presented, regarding the Memorial of certain Lessees of Property in the Parks, stating that the question had already been under their consideration, and that in any conclusion they might arrive at the position of the Lessees will not be overlooked.

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That the Report just read be received and adopted. (Carried).

Moved by the Vice Chancellor, seconded by Professor Cherriman, That the Statute relating to further expenditure on the Engine and Boiler House be read a Second time and passed. (Carried).

# CHAPTER X.

## PROCEEDINGS OF THE CHURCHES ON UNIVERSITY MATTERS, 1870.

### 1. THE METHODIST CHURCH, REPRESENTING VICTORIA UNIVERSITY.

*May 10th, 1870.* A Conversation took place respecting the best manner of providing for the management and investment of the Endowment Fund, and as to the meaning, or design, of the Resolution of last May, in relation to this matter, after which the following Resolution was adopted in modification of the Resolution aforesaid:—

*Resolved,* That it is expedient that the moneys received by the Reverend Doctor Anson Green and Mr. John Macdonald on accounf of College Endowment Fund be deposited in a Toronto Bank, to the joint credit of these Gentlemen, as Trustees of such moneys, on behalf of the Treasurers of the College; and that the same may be chequed out under the signature of said Doctor Green and Mr. Macdonald for investment, but that no investment be made without the written consent of the four Treasurers, and that the Trustees be required to furnish a Quarterly Return of Receipts and Investments to their Co-Treasurers in Cobourg.

*May 11th, 1870.* The Reverend Doctor Anson Green presented his Report of the investment of the Endowment Fund. It was received, and the following Resolutions were then passed, respecting the management of said Fund:—

Moved by Doctor John Beatty, seconded by Mr. J. H. Dumble, and,—

*Resolved,* That the words:—"or equally safe Securities" in the Resolution of the 30th of June, 1869, relating to Investments, be erased, and that Investments be restricted to Dominion Stock and Provincial, County and Township Debentures.

Moved by Mr. J. H. Dumble, seconded by Mr. William Kerr, and,—

*Resolved,* That the Treasurers of the Endowment Fund be required to stamp the Debentures and other Securities of the Fund with the following words, videlicet:—"This Debenture is the property of Victoria College at Cobourg, and is not transferable without the signatures of the Treasurers of the Endowment Fund of said College, with the Corporate Seal attached thereto.

The Reverend T. S. Keough, as Agent for the Endowment Fund, presented a written Rport for the current year. The Report was adopted.

The Treasurers presented their Reports for the year. The Reports were adopted.

The Clerical Treasurer read a general Report, which was referred to a Committee of the Treasurers, and Mr. J. H. Dumble and the Reverend Doctor Nelles.

Moved by the Reverend Doctor Anson Green, seconded by Mr. William Beatty, That the Conference Annual Meeting be requested to devise means to meet the present deficiency in th Income of the College. (Carried).

*Resolved,* That, from the statement and recommendation of Reverend T. S. Keough, it is desirable to request the Conference to appoint additional Agents to assist Mr. Keough in obtaining subscriptions and making collections of subscriptions on behalf of the Endowment Fund for the next Year.

Moved by Mr. J. H. Dumble, seconded by Mr. W. W. Dean, and,—

*Resolved,* That, in consequence of some misaprehension on the part of the Reverend William Scott, the late College Agent, as to his indebtedness to the College, the sum of $265 in cash paid by him to the Bursar during the present year, be received in full settlement of his Note, in possession of the College, and which was given, under protest, some years ago.

Moved by Mr. William Beatty, seconded by Mr. J. H. Dumble, and,—

*Resolved*, That an appropriation of $100 from the Endowment Fund be made to Reverend Richard Jones for his services during the year in connection with that Fund.

The Reverend William Pollard and Mr. Henry Hough were appointed Auditors of the Agents' Accounts.

A Petition was read from Professor Kingston, giving a statement of his circumstances, and asking the Board to cancel the Mortgage held by the College on his Property; and a Petition was also read from 28 Alumni, asking the Board to grant Professor Kingston some retiring allowance. After a full consideration of the matter the following Resolution was passed:—

*Resolved*, That, in consideration of Professor Kingston's long and faithful services, and of his pecuniary circumstances, the interest on his Mortgage shall not be enforced against him personally, so long as he may occupy his House, provided that period does not exceed three years from date; and, in addition to such concession, that an allowance of $350 per annum be paid to him for the like period of three years, provided that he engages to give quiet possession when he may leave the Property, or, at the latest, at the end of three years, and that he insures the House for the benefit of the College for £600 currency, for the same period of three years, so long as he continues to occupy the same.

*June 8th, 1870.* The Reverend Richard Jones, as Co-Treasurer, presented the Financial Report for the past year. The Report was adopted.

The following were appointed Auditors, videlicet:—Reverends David B. Madden, William Pollard and W. S. Griffin.

*July 6th, 1870.* The Reverend Thomas S. Keough was re-appointed Agent. The Reverend George Leach, and the Reverend Jacob Freshman were appointed assistant Agents, to act under the direction of Mr. Keough, and to make their returns to him from time to time.

The Members of the Board in Cobourg with Reverend Messieurs William Pollard and I. B. Howard were appointed a Committee on Finance and Repairs, with the duties heretofore assigned to them.

Mr. William Kerr, M.A., was reappointed Bursar, and the Reverend Richard Jones, Clerical Treasurer; Messieurs Henry Hough and Jonathan Sudsbury were appointed Auditors, and, in case either should decline to act, power was given to the Finance Committee to choose a substitute.

The Salary of the Senior Agent was fixed at the same amount as that allowed him last year. The Salaries of the assistant Agents was fixed at $400 each, and travelling expenses.

The Clerical Treasurer proposed a plan of distributing the work of the Agents for the year.

The Secretary laid before the Board certain Communications from the Professors of the Faculty of Medicine at Toronto, asking for the appointment of Doctor William Canniff as Coadjutor Dean; Letters were also received from Doctors Geikie and Fulton, in relation to the same matter.

The President of the College, having informed the Board that he had made the Dean of the Medical Faculty acquainted with the fact that the above subject would come up for consideration, it was agreed to hear the views and wishes of Doctor Rolph, the Dean, on the subject.

The Honourable John Rolph, M.D., LL.D., Dean of the Medical Faculty, stated at length what he deemed best for the interests of the Medical School, and particularly:—

1. That he was still competent for the full discharge of the duties of Dean, and was not willing to accept a Coadjutor.

2. That Doctor Reid should resign the Chair he occupied, and that he, (the Dean), would resign, unless Doctor Reid resigned, or was dismissed.

3. That he wished Doctor John Widmer Rolph appointed to a Professorship in the Faculty.

The Dean having retired, the Board entered upon a full and careful consideration of the whole case, after which it was moved by Doctor W. H. Brouse, President of the Medical Council of Ontario, seconded by Mr. W. W. Dean, and,—

*Resolved*, That, in view of the advanced age and feeble health of the Venerable Dean, it is expedient to appoint a Sub-Dean of the Faculty of Medicine of Victoria College at Toronto.

It was moved by Reverend I. B. Howard, seconded by Mr. A. W. Lauder, M.P.P., and,—

*Resolved*, That Doctor William Canniff, Professor of Surgery in Victoria College, is a suitable person for the position of Sub-Dean, and is hereby appointed to that Office.

*Resolved*, That the duties of the Sub-Dean shall be first, to act in the absence of the Dean, and with the powers that belong to the Dean when present; second, to assist the Dean in all matters relating to the Toronto Branch of the Medical Department of this University.

*Resolved*, That the Graduation Fee in the Toronto Faculty of Medicine remain as heretofore, $30, and that $20 of this sum be, in every case, paid over to the Treasurer of the University, the remaining $10 to be at the disposal of the Faculty of Medicine.

*Resolved*, That John Widmer Rolph be appointed Professor of Practical Anatomy.

*Resolved*, That Doctor E. J. Barrick be appointed Professor of Midwifery.

The President of the University, with Doctors W. H. Brouse, John Beatty and Michael Lavell were appointed a Committee to define the powers and duties of the Dean and Sub-Dean of the Medical Faculty.

*Resolved*, That the allowance to the Clerical Treasurer for the year be $400.

The Reverend T. S. Keough received permission to prepare and print a Circular to bring the matter of Church Insurance more fully before the Wesleyan People.

*Resolved*, That the Board recognize the justice of Professor Reynar's claim to a balance of Salary of $200 for the first year of his service as Professor, and that the Treasurers be directed to pay the same at their earliest convenience.

The Clerical Treasurer's scheme of distribution of the work of the three Agents was adopted, with discretionary power to Mr. Keough to visit the fields of operation allotted to the Assistant Agents.

## II. THE PRESBYTERIAN CHURCH (OF SCOTLAND), REPRESENTING QUEEN'S UNIVERSITY.

### Proceedings of the Board of Queen's College, 1870.

*April 28th, 1870.* Reference having been made to the painful fact that, since the last Meeting of the Board of Trustees, it had pleased Almighty God to remove by death one of the most highly respected of its Members, the late Reverend Doctor Alexander Mathieson, of Montreal, it was unanimously resolved to place on record in the Minutes of this Day's proceedings, an expression of the deep regret with which the tidings of his lamented death were received by his Co-Trustees, and of the high estimation in which he was held by them and by the Church at large. A Member of this Board, since the commencement of its operations,—his name being in the Royal Charter on which Queen's College was founded; deeply interested in the cause of "Higher Education," and desirous of seeing the Pulpits of the Church of Scotland in Canada occupied by thoroughly educated Clergy; he ever sought to advance the prosperity of this Seat of Learning as an Institution adapted to the wants of the Church and the Country, and fitted for the proper training of Candidates for the Holy Ministry. His mature judgment and uprightness of character made his counsel valuable. Steadfast in his

principles and honourable in all his precedure, he enjoyed the respect even of those who might differ from him in opinion; whilst his generous nature and kindly disposition won for him an enduring place in the hearts of all who were privileged to enjoy his intimate friendship; and his death will long be felt as a public loss to the Church and the College.

Moved by the Principal, seconded by the Reverend Doctor John Barclay, and,—

*Resolved,* That the Reverend David Watson of Toronto, be elected to supply the vacancy caused by the death of Doctor Mathieson.

A Letter of the 18th of September, 1869, was read from Mr. John Paton, resigning the Office of Trustee, in consequence of his intended removal to New York. Mr. Paton's resignation was accepted.

It was moved by the Principal, seconded by the Reverend K. Maclennan, and,—

*Resolved,* That Doctor G. H. Boulter, M.P.P., of Sterling, be elected to supply the vacancy caused by the resignation of Mr. John Paton.

The Secretary stated that the Annual Report from the Trustees to the Colonial Committee of the General Assembly of the Church of Scotland had been prepared and transmitted. The draft of the Report was read and approved.

The Reverend Doctor John Barclay reported verbally, respecting his late visit to Scotland, in so far as related to the Endowment Fund contributions.

A Communication, dated the 28th of April, 1870, from the Reverend Mr. Campbell, Convener of a Deputation from the Graduates and Ex-Students of Queen's College was read, requesting an interview with the Board of Trustees. The request was granted. The Deputation entered and after expressing their views regarding the appointment of a "Lord Rector" withdrew. Whereupon it was moved by the Reverend Mr. Bain, seconded by the Reverend K. Maclennan, and,—

*Resolved,* That a Committee be appointed to confer with the Deputation from the Graduates and Ex-Students on the subject of their Communication to this Board, and that the Committee consist of the Principal, the Reverend Doctor John Barclay, and the Reverend D. M. Gordon, and to report to the Board.

*April 29th, 1870.* There was read a Communication from Doctor Fowler and Doctor Neish, a Committee of the Royal College of Physicians and Surgeons, of Kingston, bearing date the 30th of December, 1869, representing the inability of that Corporation to continue to pay rent for the Rooms now occupied by it in the Building belonging to Queen's College, and giving formal notice that its occupation, under the conditions of the existing Lease, must terminate at the close of the present Session, and soliciting the Trustees to grant the necessary accommodation free of rent charge. There was also read a Communication from the Members of the University Senate, dated the 25th of April, 1870, setting forth the urgent importance of making provision as soon as possible, for the better accommodation of the several Departments of Queen's College.

After careful consideration of the whole matter referred to in the said Documents, the Board unanimously agreed to the following Resolution:—

Whereas, at the time accommodation was granted in the new Buildings to the Royal College of Physicians and Surgeons, at an annual rent of $250, it was distinctly intimated to them, by the Board, that it might soon become necessary to terminate such arrangement, in view of the inconvenience and insufficiency of the accommodation set apart for the use of Queen's College; and whereas, the inconvenience and insufficiency then existing have, in the meantime, not only not diminished, but have very sensibly increased, and the Board, being satisfied that the time has now come when it is their duty, in justice to the interests of Queen's College, to place the whole of the new Buildings at the disposal of the Faculties of Arts and Theology, and to this end, to terminate the arrangement now existing with the Royal College. The Board desire to express their regret that, under the circumstances, they are unable to accede

to the request made by the Royal College of Physicians and Surgeons for the continued use of the Building free of rent. It is, nevertheless, resolved, that no charge shall be made for the current six months. The Board hereby instructs the Finance and Estate Committee to direct the occupation of the Buildings herein referred to, together with any Furniture, or other articles, being the property of Queen's College, and to put the said Buildings in a state of readiness for the use of the Classes in Theology and Arts.

The Treasurer read Financial Statements Numbers one to four, inclusive, together with the Auditor's Report thereon; also an abstract Statement of the Endowment Fund Account, Number five, also reported on by the Auditors.

It was moved by Mr. James Croil, seconded by Mr. A. McLean, and,—

*Resolved*, That the Treasurer's Accounts and Statements, Numbers one to five, inclusive, now submitted and read, be received and approved.

A Report from the Finance and Estate Committee, with Estimates of the Revenues and Expenditure for the next year was submitted and read and approved.

*Resolved*, That the thanks of the Board be conveyed, through the Secretary, to Messieurs John Creighton and John Kerr, for their efficient services as Auditors for the past year, and that these Gentlemen be requested to act in the same capacity for the current year.

The Principal referred to the position of Profesosr Dupuis in relation to the College and Observatory,—and there was read a Letter from Mr. Dupuis to the Principal on the subject. Whereupon it was unanimously,—

*Resolved*, That the following be, and the same hereby is, substituted for all previous Minutes in so far as they relate to the duties and emoluments of Mr. Dupuis, as Professor and Meteorological Observer.

1st. That it shall be the duty of Mr. Dupuis, as Professor, to teach the subjects of Chemistry and Natural Science, and, as the Meteorological Observer, to take the ordinary observations. 2nd. That his Salary shall be One thousand dollars ($1,000) payable half-yearly by the College Treasurer, on the 1st of October and of April. 3rd. That Mr. Dupuis alone shall have authority to incur expenses connected with the Observatory and shall be personally responsible for such expenses. 4th. That this Resolution shall continue in force during the pleasure of the Board, and no longer.

*Resolved*, That the Board record its thanks to Doctor Donald McLean for his services in lecturing to the Students of Queen's College during the past Session, and being informed of Doctor McLean's willingness to continue such services, hereby appoint him Lecturer in the College on Human Physiology, without Salary, during the pleasure of the Board and no longer.

*Resolved*, That the Board record its thanks for the introduction of improvements in the Convocation Hall by means of the proceeds of admission charged for Public Evening Lectures delivered last Winter, by Professors Mowat, Murray, Dupuis and Ferguson.

*Resolved*, That the Board appoint, and do hereby appoint, Professor Murray Lecturer on the prinicples and practices of Elocution, without Salary in connection therewith, and during the pleasure of the Board and no longer.

An extract from the Minutes of the Senate, dated the 26th of April, 1870, was read in reference to the opening of Ladies' Classes.

The Board having taken into consideration the subject of Classes for Ladies,—

*Resolved*, 1st. That it is desirable that such Classes be opened under the superintendence of those of the Professors who may have time and opportunity to take charge of them.

2nd. That such Classes shall not meet under the charge of any one Professor more frequently than at the rate of three hours a week during the College Session.

3rd. That the Professor shall have power to fix Fees for attendance at such Classes, and to appropriate the Fees for their own use.

4th. That, under arrangements to be sanctioned by the Principal, accommodation suitable for such Classes shall be provided in the College Buildings, and for this accommodation, including Fuel and Janitor's attendance, each Professor, having charge of a Class, shall be required to pay Ten dollars, ($10), per Session to the College Treasurer, and all moneys, so paid to the College Treasurer, shall be placed at the credit of the General Fund.

5th. That a separate Register for such Students shall be opened and kept, under the supervision of the Principal, by one of the Professors having charge of the Classes, and an annual registration Fee of Two dollars, ($2), to be paid by each Lady Student, shall entitle her to borrow Books from the Library for one year, subject, in all respects, except as regards the amount of said Fee, the same as other Students, to the By-laws now in force for the regulation of the Library.

6th. That the Principal shall report to the Board of Trusstees from time to time, respecting the success attending this arrangement, and the expediency of continuing it.

The Principal submitted a draft of the Annual Report of the College to the Synod, which, having been read and approved, was ordered to be sent in the usual manner to the Synod.

The Principal introduced a proposal for converting the two Wings of the old Building into two Houses suitable for Professors to live in, and submitted Plans and Specifications, showing the probable expenditure and Annual Return thereon. The Board conceiving the proposal to be a practicable and useful one, referred it to the Finance and Estate Committee, with power to act at its discretion in carrying out the same.

The Annual Report from the Curators of the Library was read and received.

A Code of By-laws, passed by the Senate, in relation to the duties and conduct of Students, having been read, was sanctioned by the Board, and the Principal was empowered to have them and the Statutes of the same purport printed for the information and guidance of Students and others.

Moved by the Reverend Mr. Bell, seconded by the Reverend Mr. Macdonnell, and,—

*Resolved*, That the interest on the "Michie Bequest" shall hereafter be entered to credit of the General Fund of the College.

*June 1st, 1870.* There was read a Letter from Mr. G. L. Mowat tendering the resignation of his position as a Member of the Board. The Board accepted Mr. Mowat's resignation.

Mr. George M. Kingham, of Kingston, was elected by the Board a Member in room of Mr. Mowat, and Doctor O. S. Strange, of Kingston, in room of Sir John Rose, now resident in England.

It was reported, on behalf of Mr. James Michie, of Toronto, that he had deposited temporarily $1,406.92 of Endowment Fund moneys received by him in the Freehold Permanent Building Society of Toronto, to bear interest at the rate of 6% per annum, and that, in his opinion, it would be desirable to continue to make deposits on the same terms of further sums of which he might receive for the same Fund. The Board agreed to express their approval of the arrangement referred to, and to authorize the continuance of the same during the pleasure and subject to the supervision of the Finance and Estate Committee.

The investments made by the Finance and Estate Committee of moneys contributed to the Endowment Fund, as detailed in the Treasurer's Statement, Number five, submitted at the last Meeting of the Board, having been brought anew under the notice of the Board, it was agreed to approve of the same. The following are the investments referred to:—

| | |
|---|---|
| City of Montreal Stock, 91 shares at 10% premium | $10,010 00 |
| County of Frontenac Debentures | 2,850 00 |
| Township of Thorah Debentures | 3,675 00 |
| 54 Shares of Merchants' Bank Stock at par | 5,300 00 |
| 100 Shares of Merchants' Bank Stock at 7% premium | 10,700 00 |
| Township of Caledon Debentures | 3,325 00 |
| Township of Mono Debentures | 2,850 00 |
| Mortgage, Mr. Archibald Ferguson, Montreal | 6,000 00 |
| Mr. Thomas Dunn, Camden, Ontario | 240 00 |
| Mr. A. McIsaacs, Mara, Ontario | 399 00 |
| Bills receivable, Mr. A. Ferguson, Montreal | 180 00 |
| Mr. Charles Rogers, Toronto, Ontario, Note | 100 00 |
| Mr. Robert Hay, Toronto, Ontario, Note | 500 00 |

The Report of the Curator of the Museum was read.

The Principal reported that Contracts had been entered into with responsible men for work on the College Buildings, with a view to provide Dwelling Houses for two Professors, and that the said Dwelling Houses were expected to be readly for occupation, at a probable total cost of $4,230.

*October 5th, 1870.* The Principal called the attention of the Board to the receipt by the Treasurer, since last Meeting, of Five hundred dollars, ($500), from Mrs Glass, of Sarnia, for the purpose of founding a Scholarship in memory of the late Mr. Henry Glass, her Husband. The Board agreed to accord, and do hereby accord, their appreciation of the choice which Mrs. Glass has made of the mode of honouring her Husband's memory, and their hope that the Scholarship founded by her will be instrumental in encouraging many young men in the prosecution of their studies for the Ministry.

The Secretary was instructed to send an extract of this Minute to Mrs. Glass.

*December 7th, 1870.* At the adjourned Meeting of Trustees no business was transacted for want of a quorum.

### Proceedings of the Synod of the Presbyterian Church (of Scotland).

*June 4th, 1870.* The Reverend Principal Snodgrass presented and read the Annual Report of the Board of Trustees of the University of Queen's College, and also, in connection therewith, a Report from the Executive Committee, appointed to provide a supplementary Endowment for that Institution. It was moved by the Honourable Alexander Morris, seconded by Mr. Carmichael, and passed unanimously, That the Synod receive the Reports now read; record their satisfaction with the very gratifying progress which has been made towards the Endowment of Queen's College; especially thank the Very Reverend Principal Snodgrass and Professor McKerras, who have undertaken the task of collecting the necessary Funds; assure them that, in the Congregations not yet visited, they will meet with a like kindly welcome and a like gratifying result; they rejoice that the Trustees have been able to make a very important addition to the Professional Staff, and to otherwise extend the appliances of Queen's College; and unite with them in gratefully acknowledging the widespread interest which has been evoked throughout the Church in behalf of the College.

The Report of the Committee on the Scholarship and Bursary Scheme having been called for, was presented by the Reverend Doctor James Williamson, Convener, and read. After deliberation upon the points embraced therein, the debate was adjourned.

*June 6th, 1870.* The Synod resumed consideration of the Scholarship and Bursary Scheme. It was moved by Mr. James Gordon and seconded by Mr. James B. Muir, That the Report now read be received; that the Committee be re-appointed, with Professor Williamson as Convener; and that the Scheme be specially commended to the liberality of the Church, as a means of increasing the number of the Students of Queen's College having the Ministry in view, and encouraging them in the pursuit of learning. To this it was moved in amendment by the Reverend D. J. Macdonnell, and seconded by the Reverend D. M. Gordon, that the Report be received, and the Committee continued, with Doctor Williamson as Convener; that the attention of defaulting Congregations be called to the importance of the Scheme; and further, that all contributions, not specially appropriated by the Donors, be applied to the Scholarships of the Fund. A division having been taken, the Amendment was carried by a majority of Votes, and the Moderator intimated accordingly.

### Report of the Trustees of Queen's College.

The Trustees of Queen's University and College have the satisfaction to report that the Scheme for the Endowment of the Institution continues to make gratifying progress. The total of subscriptions is reckoned at $98,000, of which $53,505 has been paid, and $46,129 is now bearing interest at an average rate of 6⅝ per cent. Receipts since the date of the Board's last Annual Report amount to $33,166. These results have been obtained by the visitation of about forty of the Charges on the Synod Roll. The Board sees no cause for discouragement, but, on the contrary, abundant reason to feel confident that the Church shall, in the strength she puts on, when summoned to the effort, and in the zeal which she has since manifested, prove equal to the important cause to which she has committed herself. With regard to the success so far attained, the Board is deeply sensible of the value of the services rendered by the Local Treasurers in collecting subscriptions.

The Annual Statements of the Treasurer, minutely and carefully audited, are herewith submitted. They cover the Endowment, as well as the General Fund, and show the exact position of the Corporation, financially, at the present date. It will be seen that the intromission of the year ending on the 10th of April, resulted in a deficit of $3,084.76, to which must be added $3,200.19, the balance at the debit, reported last year, in order to obtain the whole amount of deficiency. For some time to come, and, indeed, until the completion of the Scheme, the only effectual means of checking the increase of this deficit upon which the Board can depend, is in the hands of subscribers to the Endowment Fund. It is, therefore, the subject of earnest hope that they will not only increase in number, but also make payment of their subscriptions as promptly as possible. The expense of maintenance has been reduced to the lowest possible figure,—the total amount for the year, in addition to Salaries, being only $692.63.

In June last, as the Synod is aware, the Board instituted a separate additional Department in the Faculty of Arts, namely, that of History and English Literature, and appointed the Reverend George D. Ferguson, B.A., to be Profesosr of the subjects embraced in it, and also Lecturer on Modern Languages. An important defect has thereby been supplied, and the Board has reason to believe that Professor Ferguson's services will prove to be of great value in extending the usefulness of the Institution. The Calendar for the Session of 1870-71, (copies of which have been ordered for distribution among the Members of Synod), give full information as to the changes introduced into the Arts Curriculum, in consequence of this appointment. The Board feels confident that it may now be claimed for the educational arrangements in this

Faculty, that they compare favourably, in respect of completeness, with those of any other Institution of like standing and character in this Country.

The Board is much indebted, and has expressed its obligations, to Donald McLean, M.D., for a free Course of Lectures given to the Students on the very important subject of Human Physiology, and has the pleasure of informing the Synod, that Doctor McLean's gratuitous services as Lecturer on this subject have been secured for future Sessions.

During the past Winter a Course of twelve weekly Lectures, suited to the general Public, was given by four of the Professors in the Convocation Hall, on subjects of a scientific character. These Lectures excited considerable interest, and were well attended. The admission charges were generously devoted to the improvement of Convocation Hall, and, for this act of liberality, the Board has taken occasion to thank the Professors referred to.

An attempt has been made to extend to Ladies some of the benefits of superior Education. During part of the Session a Class for the study of the English Language met three times a week under the charge of Professor Murray. Twenty-two Ladies were enrolled, and the attendance and work has been so satisfactory as to induce the Board to sanction arrangements for the continuance of the experiment on a larger scale. Some Regulations with reference to this matter, have been passed, and in the framing of these Regulations the Board has taken care that the proper discharge of ordinary professorial duties shall not be interfered with.

The Members of the Senate, having made representations to the Board, as to the insufficiency and inconvenience of the present accommodation for the Classes, it has been resolved to remedy this state of things, the Board finding that the necessary changes can be effected by making a very small outlay for the purpose.

The Board regrets that the number of Students offering for the Ministry is far short of the requirement of the Church. Unless unexpected accessions be obtained at the more advanced stages of the Course, there is no prospect of improvement upon the present state of matters for three, or four, years. The subject is earnestly commended to the attention of the Members of the Synod.

For a few years the general attendance of Students has been affected prejudicially by the serious difficulties which, during that period, surrounded the existence of the College. So long as any uncertainty prevailed with regard to the future of the Institution, young Men could not be expected to enter upon the Graduation Course. The Board, however, has the happiness of believing that confidence is restored, and an increased attendance is one of the probable consequences of this change of feeling. For the past Session the attendance at Queen's College, and the Institutions in affiliation with it was as follows:—In Arts and Theology, 40, of whom 18 have the Ministry in view; in Medicine, (Royal College of Physicans and Surgeons,) 42; in Grammar School, 85; in Ladies' Class, 22. So that, in all, 189 Persons received instruction in connection with the University.

To all friends who have in any way aided in promoting the Endowment of the College, and to those who, during the past year, made Donations to the Museum, the Library, and the Scholarship and Prize Funds, the Trustees take this opportunity of offering their grateful acknowledgments.

KINGSTON, 28th April, 1870. JOHN HAMILTON, Chairman.

STATEMENT OF THE ORDINARY REVENUE AND EXPENDITURE OF QUEEN'S COLLEGE, FOR THE YEAR ENDING 10TH OF APRIL, 1870.

| *Revenue.* | $ cts. | *Expenditure.* | $ cts. |
|---|---|---|---|
| Grant from Colonial Committee of the Church of Scotland | 1,463 33 | Salaries | $10,930 00 |
| Temporalities' Fund | 2,000 00 | Other expenses | 692 63 |
| Dividends on Bank Stock | 1,068 00 | | |
| Interest on Mortgages, Government Securities, and Bank Deposits | 1,620 57 | | |
| Fees—Class and Graduation | 218 00 | | |
| Rent—Medical Hall $250 | | | |
| Class Room 10 | | | |
| | 260 00 | | |
| Subscriptions Collected:— | | | |
| In Canada $195 00 | | | |
| In Scotland 985 58 | | | |
| Interest on subscription to Endowment Fund 727 39 | | | |
| | 1,907 97 | | |
| | $8,537 87 | | |
| Balance, deficiency | $3,084 76 | | |
| | $11,622 63 | | $11,622 63 |

KINGSTON, 23rd April, 1870. W. IRELAND, Secretary-Treasurer.

Certified as correct, as by separate Report.

KINGSTON, 28th April, 1870. JOHN CREIGHTON, JOHN KERR, } Auditors.

ASSETS AND LIABILITIES OF QUEEN'S COLLEGE, KINGSTON, ON 10TH APRIL, 1870.

| *Debtor.* | $ cts. | *Credit.* | $ cts. |
|---|---|---|---|
| Royal Charter, Cost of | 3,107 37 | Endowment of the New Chair in Theology | 1,118 49 |
| Class Apparatus | 3,633 92 | Michie Bequest | 2,000 00 |
| Library—Expenditure on | 3,399 68 | The Reverend A. Lewis | 416 00 |
| Furniture Account | 1,429 09 | Funds for Investment | 2,296 96 |
| College Premises | 35,993 26 | Bursary Endowments | 2,247 55 |
| Bank Stock | 26,700 00 | Leitch Memorial Funds | 2,386 03 |
| Lands | 900 00 | Observatory | 127 40 |
| Mortgages | 15,926 55 | Students in Arts for the Ministry (Class Fees) | 180 00 |
| Scholarship Stocks | 600 00 | Scholarships | 947 05 |
| Canada Diminion Stock | 12,900 00 | Endowment Fund | 51,132 62 |
| Debentures | 13,500 00 | Profit and Loss | 70,522 40 |
| Montreal Public Property Stock | 10,010 00 | | |
| Bills Receivable | 780 00 | | |
| Merchants' Bank, Endowment Fund Account | 4,356 23 | | |
| Merchants' Bank | 138 40 | | |
| | $133,374 50 | | $133,374 50 |

KINGSTON, 23rd April, 1870. W. IRELAND, Secretary-Treasurer.

### Report of the Synod Endowment Committee.

The Synod's General Committee on the Endowment of Queen's College respectfully submit a Report of progress for one year ending at date.

During the year a large number of Congregations, (thirty-six in all), have been visited by one, or both, Members of the Deputation from the College.

Very nearly all the families belonging to these Congregations have been waited upon. Besides full explanations of the occasion and object of the Scheme, information was given as to the purpose of prime importance for which the College was founded, as to the means at command for the instruction of young Men in the various Departments of superior education, and as to the designs and expectations of the Church with reference to the future of the Institution. The Members of the Deputation in all their movements were most effectively aided by the earnest and zealous co-operation of the local Ministers and leading Laymen. Testimony is cheerfully borne as to the uniform kindness of the reception accorded by the People, the pleasantness of the intercourse with them, which the Deputation enjoyed, and the great interest shown in the claims and success of the cause submitted to them. The prosecution of the Scheme has had, it is believed, a beneficial effect upon the life and activity of the Church in general, while, in instances not a few, the spirit of Congregational enterprise for the accomplishment of important local purposes has been quickened and encouraged. The urgent demand that exists for an increase of Students for the Ministry, so that the numerous vacant Charges and Mission Field of the Church may be supplied, has been specially set forth, whenever an opportunity occurred, and these are grounds for entertaining the reasonable hope that efforts made in this direction shall be far from being in vain.

The progress made in obtaining pecuniary results may be best exhibited by the following comparison. At this time last year the amount subscribed was $70,000, now it is reckoned at $100,000; the amount collected was $25,000, now it is $61,341. The number of Scholarships paid is 33, representing $16,500, and of nominations 122, representing $12,200, as compared with 20 of the former, representing $10,000, and 46 of the latter, representing $4,600, as shown in the former Report to the Synod.

The Committee have the greatest pleasure in stating that much credit is due to the local Treasurers appointed in the various Congregations for the very satisfactory manner in which they are, in general, discharging the duty of collecting subscriptions, and that the payment of instalments by subscribers has hitherto been more punctual than any one ventured to anticipate; so prompt, indeed, is the fulfilment of obligations that the inevitable margin, or loss, on account of non-collection, will, it is believed, be considerably less than is usual in such cases.

With a continuance of that Divine Favour which has hitherto been enjoyed, and upon which the Prosecutors of the Scheme humbly, yet thankfully, acknowledge their entire dependence, the hope is cherished that before long the great object aimed at, namely, the securing of a fully equipped Collegiate Institution, over which the Church shall have control, and in which the Church may have confidence, shall be successfully attained, without interference with the Church's ordinary operations, but, on the contrary, with great and varied advantage to them all.

Kingston, May 31st, 1870. W. Snodgrass, Convener.

### Report on the Scholarship and Bursary Scheme for the Year ending on the 30th of May, 1870.

The Committee on the Scholarship and Bursary Scheme beg leave to submit the following Report:—

The financial statement of the Treasurer, which is herewith transmitted for the information of the Synod, shows the amount received, and the Expenditure since

the 1st of July, 1869, to be $444.34 and $406.10 respectively. The number of Congregations contributing is 31.

It is unnecessary to recapitulate the claims which the Scheme has on the support of the Synod, and which have been fully stated in former Reports. Your Committee have only to say, that these claims have lost none of their urgency and force, and that there is every prospect of the demands on the Funds during the next Session being increased.

Your Committee, therefore, trust that the Synod will again recommend this important Scheme to the sympathy and support of the Church, and will renew its recommendation, that, on the day appointed for the collection, Prayer be offered up for our Colleges in all its Congregations, and the attention of their Members be directed to the claims of the Ministry of the Gospel upon young men of piety and talent.

They also beg leave again to suggest, that as early a day as possible be fixed for the collection for the Scheme, as the Scholarship and Bursaries require to be paid before the close of the College Session.

KINGSTON, 31st May, 1870. JAMES WILLIAMSON, Convener.

## III. THE CHURCH OF ENGLAND, REPRESENTING TRINITY UNIVERSITY.

### PROCEEDINGS OF THE COUNCIL OF TRINITY COLLEGE, 1870.

*January 11th, 1870. Resolved,* That the names of Professors Ambery and Jones, the Honourable G. W. Allan, Mr. James Henderson and Mr. William Ince, be added to the Committee on Affiliation with Toronto University.

*Resolved,* That the former Committee on Statutes be re-appointed for 1870.

*Resolved,* That the Committee on Discipline for 1870 be the Bishop of Toronto, Mr. S. B. Harman and Mr. C. J. Campbell.

*Resolved,* That Mr. F. W. Cumberland be elected a Member of the Governing Body of Trinity College School, Port Hope.

*February 8th, 1870.* The Finance Committee in its Report, recommended, That with respect to the £5,400 sterling, Canada 5% Bonds, in the London Joint Stock Bank in London, that the same be sold, and the proceeds invested in Canada, under the supervision of the Committee, by instructions from the Corporation.

That the Dominion Stock of £3,800 currency, held by the College, be sold, and the proceeds invested in other Securities, under the supervision of the Committee, by the instruction of the Corporation, (the said stock being now at say 7% premium). The Report was adopted.

The Committee further reported that, having examined and considered the Bursar's Annual Statement, and the Estimated Receipts and Expenditure of the College for the year 1870, they recommend the same to the consideration of the Corporation, believing, after careful consideration, that the same may be relied on.

The Bursar read the Annual Statement of the affairs of the College; the Receipts and Expenditures of 1869; and the estimated Receipts and Expenditures for 1870.

*Resolved,* That the Committee appointed by the Corporation to consider the subject of the affiliation of Trinity College with the University of Toronto, and also the means by which the condition of Trinity College may be improved, beg to report to the Corporation the following Resolutions, which the Committee have unanimously adopted, and which set forth the conclusions at which they have so far arrived in regard to the subject referred to them for consideration:—

That this Committee having, as instructed by the Corporation of Trinity College, carefully considered the subject of the affiliation of that Institution with the University of Toronto, is of opinion that such a measure is surrounded by so many difficulties, and open to so many and grave objections, that it is one which ought not to be entertained by the Corporation.

2. That, in the opinion of the Committee, by the adoption of the following measures, which it submits for the consideration of the Corporation, the condition of Trinity College can be materially improved, and its usefulness extended, in consequence of the larger number of the youth of the Province which will, as the Committee believe, be brought under its teaching.

3. That the Measures which the Committee propose are;—

(*a*) The greatest possible retrenchment in the Expenditure of the Corporation.

(*b*) The conversion of such of its property as consists of Wild Lands, and Town Lots, other than the Lots known as the Robinson Lots, into cash, or Securities, yielding Income.

(*c*) The realizing of all such debts, or monies, due to the Corporation as can, by active exertion of the part of the Corporation be now realized.

(*d*) The appointment of two additional Professors—one in the Department of Natural Science, and the other in that of Modern History and English Literature.

4. That, with the view to a closer and more exact consideration of this important subject, the Corporation be requested to give authority to the Committee to institute much more particular examination of the assets of the Corporation, and of the various items of Expenditure, as shall enable the Committee to report fully to the Corporation on the matters in question, and, with that view, to incur such reasonable expense as may be necessary, and to receive from the Authorities and the Bursar such detailed Statements in writing as the Committee may require.

*March 8th, 1870.* The Land and Finance Committee make the following Report:— That the Dominion Stock of $15,200.00 held by the Corporation, has been sold at an advance of 7½%, amounting to $16,340.00, that the accured interest on the same amounted to $352.30, making in all $16,692.30. Less Transfer fees and Brokerage, $76. That this amount, together with $2,778.18. of Cash for Investment, has been invested in the purchase of $21.000, of City of Toronto debentures at 91%.

| | | |
|---|---|---|
| Proceeds of the sale of Dominion Stock | 16,340 | 00 |
| Interest on the Same | 352 | 30 |
| Cash | 2,778 | 18 |
| | $19,470 | 48 |
| Paid for $21.000 City of Toronto Debentures at 91½% | $19,215 | 00 |
| Transfer fees and Brokerage on sale of Dominion Stock | 67 | 00 |
| Accrued Interest on City of Toronto Debentures to time of purchase | 179 | 48 |
| | $19,470 | 48 |

Showing a gain on the transaction of $1,529 52.

That the Trustees have given an order to the London Joint Stock Bank, in London, to deliver to the Merchants Bank of Canada, the £5,400 0 0 sterling, 5%Canada Bonds, held by them.

*April 12th, 1870.* Mr. C. J. Campbell, from the Finance Committee, read the Report of the Auditor on the Bursar's account for the year ending on the 31st of March last.

The Land and Finance Committee made the following Report to the effect, that the Committee had made sundry investments of the College Funds which were in England and in this Province.

*Resolved*, That the Report be adopted.

*Resolved*, That three months' leave of absence be granted to Professor Bovell, who is desirous of visiting the West Indies.

*Resolved*, That this Corporation avail themselves of the present Meeting to record on the Minutes the pleasure with which they have heard of the success attained by Mr. George Whitaker, eldest son of the Provost, in being ranked as Senior Classic at Cambridge; and to offer their warm congratulation to the Reverend the Provost on so happy an event.

The Provost having brought forward the application of Professor Jones to be furnished with a Testimonial that he may forward to New Zealand, where he has made application for a Professorship in the College of Otago, the following Resolution was adopted.

*Resolved*, That in reply to Professor Jones' application the Testimonial read by the Provost be approved by the Corporation, and that the Seal of the Corporation be affixed to it.

*May 10th, 1870.* The Archdeacon of Toronto, from the Committee appointed on the 10th of November, 1869, to consider the subject of affiliation of Trinity College with the University of Toronto, and also as to measures by which the condition of Trinity College might be improved, reported as follows:—

The Committee appointed by the Corporation on the 10th, of November, 1869, to consider the question of affiliation with the University of Toronto, and also such measures as would, in the opinion of the Committee, tend to improve the condition of Trinity College, and to report thereon, beg leave to report as follows:—That the Committee have nothing to add to the Report, which they presented at a previous Meeting of the Corporation on the subject of affiliation.' That, in discharging the duty of revising measures for the improvement of the College, the Committee feel that their first business was to ascertain exactly what was the Capital of the Corporation, and also the amount of its legitimate income, and then to make suggestions, with a view to the improvement of both. With these objects in view the Committee called for certain Statements, which the Bursar readily furnished. In number several of these Statements, the actual Capital yielding Income on the 31st of December, 1869, is stated as follows: —Debentures, £36,350.0.0 Mortgages £6,469.0.0. Bonds £1,080.0.0. Total, £43,899.0.0 First then, with regard to Debentures: The Amount of Capital in Debentures, of Debentures contained in the Financial Statement for the year 1869, recently laid before the Corporation, as having been examined and approved by the Finance Committee.

The Income derived from the Debentures referred to, for the year 1869, amounted, as appears both from the Bursar's Statement Number Eight, and from the Financial Statement above mentioned, to £2,085.2.10. By two operations, since carried out by the Finance Committee, under the authority of the Corporation, videlicet, by the sale and re-investment of Dominion Stock, and of Canada 5% Bonds, that Income was increased by $493.38, (£125.16.11,) raising the amount of Income to £2,210.19.9. and, by the same operation, $1,529.52, and $2,070.00=$3,599.52, were added to the Principal.

(The Committee gave some further particulars as to what might be desirable to do in regard to future investments). Your Committee anticipate that, if the measures which they have now ventured to recommend shall have been carried into effect, the financial condition of the College will be so effectually improved, as not only to relieve it from all difficulties, arising from a deficiency of Income, but to put it in the power of the Corporation to add to the Staff of Professors, by the appointment of a Professor of Physical Science, and of a Professor of English Literature and Modern History, or of Mental and Moral Science, as the Corporation may see fit, a measure which, in the opinion of your Committee, would have the effect of attracting a larger number of the youth of the Province within the walls of Trinity College, and of bringing them under its teaching; while it would carry out more fully the objects contemplated in the Royal Charter, which are not only the Education of youth in the doctrines, and duties of the Christian Religion, as taught by the Church of England, but their instruction in the various branches of Science and Literature, which are taught in the Universities of the Mother Country. When it was,—

*Resolved*, That this Council, while appreciating the labour of the Committee, and being favourably impressed, at a first reading, with the Report presented; at the same time, from its length and importance, would defer its consideration in detail until it be lithographed, and a copy sent to each Member of the Council, prior to the next Meeting.

*July 12th, 1870. Resolved*, That in future no Student of Trinity College shall be allowed to join the Volunteer Company of the College, except with the consent of his Parents, given in writing, such Company being liable to all the provisions of the Militia Act.

A Letter having been read from the Reverend C. H. Badgley, resigning as Head Master of Trinity College School, at Port Hope, it was moved by Mr. C. J. Campbell, seconded by the Reverend John Ambery, That the resignation of the Reverend C. H. Badgley, as Head Master of Trinity College School, Port Hope, be accepted by this Corporation. Which Resolution, on being put, it was moved in amendment, by the Archdeacon of Ontario, seconded by Chancellor Henderson, of the Diocese of Ontario, That this Council cannot formally accept the resignation of the Reverend Mr. Badgley,

as Head Master of the School at Port Hope, inasmuch as it has not been shown that Mr. Badgley was appointed by this Council.

On a Vote being taken, the Amendment was carried.

*Resolved*, That the Head Mastership of Trinity College School, Port Hope, be offered to the Reverend C. J. Bethune, on the condition, that the Corporation of Trinity College be in no way responsible for the expenses incurred, or to be incurred, for such School; it being distinctly understood that the Trinity College School is not a preparatory School, established under the Act incorporating Trinity College.

A Letter was read from the Archdeacon of Niagara, resigning his seat as a Member of the Governing Body of the Trinity College School, and making several remarks on the investment of the securities of the College.

*November 9th, 1870.* The Land and Finance Committee made a Report in regard to further investments made by it of the College Capital. The Report was received and approved.

*Resolved*, That Doctors Bovell, Hodder, Bethune, Hallowell and C. B. Hall, be appointed provisionally as a Board of Medical Examiners for Trinity College, in view of an intended revival of a Medical School.

*Resolved*, That the Provost, and the Professor of Classics have the authority of the Corporation to appoint an assistant Lecturer in Classics for the present year, at the stipend of £50.0.0. That the kind and courteous offer of Doctor C. B. Hall to lecture gratuitously in the College, during the present season, for the benefit of the Students on the subject of Chemical Physiology, be gratefully accepted, and that the Bursar be requested to communicate this Resolution to Doctor Hall.

## III. THE (FREE) PRESBYTERIAN CHURCH, REPRESENTING KNOX COLLEGE.

### Proceedings of the (General Assembly) of the Canada (Free) Presbyterian Church.

*June 9th, 1870.* The Assembly called for the Report of the Board of Management of Knox College. The Report was handed in, and, in the absence of the Chairman, the Reverend Doctor Ormiston, was read by the Reverend David Inglis.

The Report of the Senate of the College was also handed in, and was read for the Chairman, who was Moderator of the Assembly, by the Reverend William Reid.

The Reports of the Board and Senate were received by the Synod.

*June 13th, 1870.* The Assembly resumed consideration of the Report of the Board of Management of Knox College.

The Report of the Board of Examiners was now read by the Reverend William Gregg, the Convener.

On motion of the Reverend Doctor Waters, seconded by the Reverend Doctor Ormiston, it was agreed,—That the Report be received and printed in the Appendix to the Minutes; and that the thanks of the Assembly be given to the Board of Examiners, and that the recommendations of the Board of Examiners, anent Scholarships, be brought before the Congregations of the Church.

There was taken up and read a Special Report from the Board of Management of Knox College, stating that they had before them a Communication from the Reverend Principal Willis, tendering the resignation of his charge as Principal and Professor in Knox College, and that they had agreed to transmit the Letter of Principal Willis to the Assembly, and to recommend that, in case of his resignation being accepted, he should receive a retiring allowance of not less than One thousand dollars, ($1,000), per annum.

The Special Report also stated that the Reverend R. Ure had tendered the resignation of his Lectureship in the College.

The Letter of Principal Willis, tendering his resignation, as Principal and Professor in the College, was read. After a very general expression on the part of the Members of the Assembly of the high estimation in which Principal Willis was held, for his many and varied qualifications, his extensive acquirements as a sound Theologian, and his mature Scholarship, the following Resolution was unanimously adopted:—

Moved by the Reverend R. Lowry, seconded by Mr. W. B. Clark, That in view of the decided terms in which the resignation has been tendered, and the lengthened services and advanced years of the venerable Principal, the resignation now laid before the Assembly be accepted, said resignation to take effect on the first of August next, and that the following Committee be appointed to draft a suitable Minute in reference thereto, videlicet:—The Reverends Doctor Ormiston, Doctor Jennings, Professor Young, Mr. Ure, and Mr. Lowry,—Mr. Lowry, Convener.

On motion of the Reverend Alexander Topp, seconded by the Reverend Robert Ure. it was unanimously agreed,—That the recommendation of the Board, as to a retiring allowance to Principal Willis be adopted, and that the amount be One thousand two hundred dollars, ($1,200), per annum.

It was agreed, on motion, duly seconded, That the Report of the College Board, and all relative Papers, be referred to a Special Committee, and that the following Committee, namely:—The Reverends Doctor Topp, Professor Caven, Professor Proudfoot, Doctor Jennings, Doctor Ormiston, nominate that Special Committee,—Doctor Ormiston to be Convener.

Doctor Ormiston reported from the Committee appointed to nominate a Special Commitee, to take into consideration the Report of the College Board, and relative Papers, submitting a list of names proposed to constitute said Committee. The Report was received and adopted, and the Committee therein named was appointed.

*June 14th, 1870.* The Assembly called for the Report of the Committee appointed to frame a deliverance on the Report of the Board of Management of Knox College. The draft deliverance on the Report of the Board of Knox College was handed in and read.

The Report was received, and it was agreed to consider the recommendations there contained, seriatim. The recommendations from one to eleven inclusive, were read, one by one, and were severally agreed to, and are as follows:—

1. That, in accordance with the Report of the College the Reverend G. Young be appointed a regular Professor in Knox College, and that he be appointed to teach Mental and Moral Philosophy, and superintend the preparatory training of the Students in Classics.

2. That the General Assembly make provision for the teaching of Systematic Theology in the meantime, and take such steps as may be deemed necessary to appoint a Professor next year.

3. That, with a view to the appointment of a Professor of Systematic Theology in Knox College, at the next meeting of the Assembly, the Presbyteries be instructed to take the subject into consideration, and to nominate such Minister, or Ministers, as they may deem suitable and qualified for the Chair.

4. That the Assembly record its appreciation of the valuable services rendered by the Reverend Robert. Ure, as Lecturer in Knox College, and regret that he has felt it his duty to resign his office, as appointed at last Synod, but considering the decided terms in which Mr. Ure's decision has been expressed, recommend that the resignation be accepted.

5. That the Reverend J. J. A. Proudfoot be requested to continue his services in the Lectureship on Homiletics, for the next year.

6. That the Reverend Messieurs Inglis, of Hamilton, and Gregg of Toronto, be appointed to lecture on Systematic Theology and Apologetics, for three months each, during the coming Session of the College.

7. That the Reverend Professor Caven be appointed Chairman of the Senate.

8. That the Lecturers be *ex officio* Members of the Senate of Knox College.

9. That the Salary of the Reverend Professor Young shall be One thousand six hundred, ($1,600), a year and that of each Lecturer Five hundred dollars ($500).

10. That the Boarding House be continued, and that it be remitted to the Board to make such arrangements in regard to it as may be deemed best.

11. That while the Committee do not, meanwhile, recommend any general Endowment of the College, they have learned with satisfaction that a movement is contemplated for the Endowment of a Chair in Knox College, in connection with the memory of the late Reverend Doctor Burns. and recommend that the movement receive the approval of the Assembly and the cordial co-operation of all the Ministers and other office-bearers of the Church.

*June 15th, 1870.* The Reverend Professor Young brought up again and read the Paper submitted by him in the morning, on the death of the late Doctor Burns, as follows:—

The Synod cannot take notice of the death of the late Venerable Doctor Robert Burns, without recording their sense of his qualities, and of the eminent services he was enabled, during a long series of years, to render to the cause of Christ. His duties as a Professor of Theology in Knox College were discharged with zeal and fidelity; and had a deep concern both for the spiritual welfare of the young men under his care, and for their progress in their studies; to his exertions mainly the formation of the College Library was due; his preaching tours had much influence in calling forth an increased liberality on the part of the Church in sustaining the College; and his unabated interest in the Institution, even after he had become Emeritus Professor, was shown by some of the latest acts of his life.

The Report of the Committee appointed to draw up a Minute in reference to the resignation, by the Reverend Doctor Willis, of his office as Principal of Knox College, was handed in and read. The Report was received, and the Minute therein contained adopted, as follows:—

In accepting the resignation of the Reverend Doctor Willis, Professor of Systematic Theology, and Principal of Knox College, the Assembly of the Canada Presbyterian Church agree to place on record their high estimate of his personal, ministerial, and professorial worth. During a period of twenty-three years, his eminent talents have been faithfully and assiduously devoted to the teaching and training of Candidates for the Christian Ministry. In the discharge of these duties, Doctor Willis has displayed a very comprehensive acquaintance with Theological Literature, and the history of Scripture doctrine, and also a profound apprehension of Divine truth, and a deep research into all the subjects connected with the proper ministration of the Gospel. A large number of the present Ministers of the Church have been trained by him, and the fact that many of these occupy very prominent positions in the Church, is conclusive evidence that their training has been intrusted to one, who has efficiently discharged his duty, and that in those Ministers there is a living testimonial of the value of his instructions. In the discharge of his duties as Professor, Doctor Willis has faithfully carried out the wishes of the Supreme Court of the Church, while, at the same time, his labours as a Minister of the Gospel have been very abundant. Many of the Ministers of the Church, as well as the Christian people belonging to our vacant Congregations and Mission Stations, can certify to the readiness and efficiency with which he has applied himself to that part of his Master's work, and to the edification which has followed his elucidation of Gospel truth.

*Report of the Board of Management of Knox College.*

The Board of Management of Knox College have much pleasure in reporting to the General Assembly that the utmost harmony has prevailed in all their deliberations, and that a very encouraging measure of success has attended that special department of the Church's work which has been intrusted to them. The Board have to report to the Assembly that, on the 17th August last, immediately after his return from Scotland, the Reverend Robert Burns, D.D., Emeritus Professor of Church History, was removed by death. The Board have entered upon their Minutes an expression of the severe loss sustained by the College and the Church in the removal of their venerable and revered Father, whose eminent gifts, enlarged experience, and unwearied zeal rendered his services specially valuable in every department of Christian and philanthropic work.

The Board have also to notice, with regret, the more recent death of Mr. Thomas Willing, who for many years has conducted the Boarding Establishment in connection with Knox College, and they desire also to express their sympathy with his family, bereaved by so sudden a stroke.

At the meeting of the Synod held last June, the question of the Endowment of Knox College was remitted to this Board, and they were instructed to mature a plan and report the same for the consideration of the Assembly, or to take immediate steps to proceed with the Endowment, if the way seemed clear. A Committee was accordingly appointed to mature a plan, and report at an adjourned Meeting of the Board, to be held on the 23rd of November last. A draft of an Endowment scheme was prepared and submitted to the adjourned Meeting, but, after full consideration of the whole subject, the Board agreed to delay in the meantime, on the ground that it appeared, from reports from various quarters, that the financial state of the Country was less favourable than had been anticipated. The Board beg leave now to commend the whole subject of Endowment to the General Assembly, believing that, if possible, there should be no further delay in securing this most desirable object.

For an account of the College work during the Session the Assembly is referred to the report of the Senate, which is herewith transmitted, in which the Principal and Professors severally report regarding the progress made by the Students, and as to the result of the Examinations. In the Theological department, there were twenty-nine Students in attendance, the same number as last year, of whom eight were in the senior, eleven in the second, and ten in the junior class. Thirty-nine Students were enrolled in the Preparatory department, exclusive of those taking a full University Course.

The attention of the General Assembly is specially called to the fact that some of the Students have been in the habit of attending Classes in the University and Knox College at the same time, and that the Professors in Knox College have again and again stated that this course is unfavourable to the progress of the Students in their Theological studies. The Board recommend to the Assembly to enact that Students be not permitted to attend Classes in University College and in the Theological department at Knox College at the same time.

The Board, impressed with a sense of the importance of such means of preparatory training as have been for the last two years made available in the College, recommend to the Assembly the propriety of endeavouring to secure the services of the Reverend George Paxton Young, M.A., as a regular Professor in the College.

In reference to the Endowment Fund, the amount on hand at the beginning of reporting that the sum received for the ordinary Fund has been $6,636.53, being an increase of $972.68 over last year. The Expenditure for this year has been $6,804.29, showing a balance of Expenditure over Income of $167.76. There is also a sum of $831.03 due to Professors, making the total indebtedness of this fund $998.79. The debt due last year was $2,009.25; so that it has been reduced this year by $1,010.46. The Board beg leave to express their gratification at this result, and their hope that the whole debt may now be wiped away.

In reference to the Endowment Fund, the amount on hand at the beginning of the year was $4,040.00. There has been received during the year $1,000.00, being the amount of Mr. Gillies' bequest, and also interest on money invested, $300.00. Of this amount, $184.40 has been paid on account of interest on the Beachville debt, being the last payment on that account; $115.60 has been paid to the Ordinary Fund, leaving a balance now at interest of $5,040.00.

The Board have gratefully to acknowledge the receipt of $500.00 from the Estate of the late Mr. William Dunbar, through the Reverend John Dunbar, Executor, for the purpose of founding a Bursary, to be called the Dunbar Bursary. Mr. Lindsay, of Limehouse, has intimated his purpose of giving for a series of years a Bursary of $40.00 per annum to be connected in some way with the memory of Doctor Burns. There has also been received as a bequest from the late Mr. Gillies the sum of $1,000

to found a Bursary to be called the Gillies' Bursary. We have also to acknowledge with gratitude the receipt of $500 from Mrs. Doctor Burns, for the purpose of founding a Bursary to be called the Bonar Bursary.

TORONTO, June, 1870. WILLIAM ORMISTON, Chairman.

### REPORT OF THE SENATE OF KNOX COLLEGE, 1870.

The Senate, when called to report the results of another Session of College labour, had pleasure in noticing the very considerable number of Students, Theological and Preparatory, (70 in all), who are in attendance in the various Classes, and in congratulating the Church on a probable considerable accession to the staff of its spiritual labourers.

The Senate has reason to hope that the Class, consisting of eight Students, which has now completed its course of attendance at the College, will be found qualified to give satisfaction on probation by the Presbyteries, and, by God's blessing, to render valuable ulterior services in the Church's Mission Field.

The Divinity Students in all numbered thirty; the Students who matriculated in the Preparatory class, (1st, 2nd and 3rd years), amounted to forty.

The Classes of Systematic Theology were conducted by the Reverend Doctor Willis; and that of Exegetical Theology and Biblical Criticism, by the Reverend Professor Caven. The Class in Pastoral Theology and Church Government was taught by the Reverend J. J. A. Proudfoot, and the Preparatory Classes were instructed by the Reverend G. P. Young. These Gentlemen also report favourably of those giving attendance on their prelections.

The various other Professors' Reports contain other details of work done in their respective Departments.

In respect to the vacancy in the Church History Class, the Senate obtained the consent of the Principal and Professor Caven to take a joint charge in that department, in the way of superintending the studies of the young men,—the Students of the first and second Theological Classes. These Gentlemen held at least one weekly Meeting with these Students; the Reverend Doctor Willis taking charge during the first part of the Session, and the Reverend William Caven during the latter.

In this Department, as well as in the other, the Students were tested at the close of the Session by examinations in the usual way; and the Papers returned show that very considerable opportunities of acquainting themselves with the history of the Church were enjoyed, and taken advantage of to some good effect by the young men in attendance.

The Senate remark with satisfaction the growing interest on the part of young men in the study of Elocution, or in the cultivation of the art of reading the Sacred Volume. They were provided, from the Gibb Fund, with the services of an Elocution Master during part of the Session, and during the remaining part Doctor Willis held weekly Meetings specially for such sacred readings, for the benefit especially of Theological Students proper; and he reports their good attendance on these opportunities; and that some of the Students in the Preparatory Class also attended voluntarily.

In addition to all this, the Students among themselves, in their Literary and Metaphysical Society, gave large place in their arrangements to the art of reading and pronouncing suitably,—by their own spontaneous liberality supplementing the prize Funds for the encouragement of proficiency in this branch of Education, at the disposal of the Senate.

As formerly, the Students were employed in occasional Missionary work during the Winter. The Senate endeavoured, as far as it was possible, to limit the demands on the time of the young men for such services according to the rule agreed on by the Synod.

It is still found to be a still more important drawback on the effective application of the Students to the work of the College Classes, that, in some cases, the attempt has still been made to conjoin attendance at the University with the Studies proper to our Theological Curriculum. The influence of this is decidedly unfavourable, especially when the whole work of any given year is attempted by the same Student in both Colleges.

It only remains for the Senate to report that the Monthly Prayer Meeting on Saturdays has been kept up with the same regularity as formerly,—attended both by Professors and Students, and the fulness of the number on such occasions pleasingly evinced the application by the Members of the various Classes of this part of our arrangements, so important in a school for the training of Candidates for the service of the Church.

Toronto, June, 1870. M. Willis, Principal.

The Report of the Examiners, for the Western Section, beg leave to report, that various Students were examined and their examinations sustained.

The "George Buchanan Bursary" was awarded Mr. E. Cockburn.

The "John Knox Bursary" was awarded to Mr. G. Burnfield.

The "Bayne Bursary" was awarded to Mr. James Fraser.

The Board of Examiners beg further to report that, although they have no Funds on hand for Scholarships, they have ventured to give notice that ten will be awarded to successful competitors next October. They are confident that the Church will see the importance of encouraging Students to take a full University Course by contributing the Funds necessary for meeting the claims of the ensuing year. It is to be regretted that, in former years, the contributions came only from a very small number of Congregations. It is hoped that a large number will contribute in the future.

Toronto, 9th June, 1870. William Gregg, Chairman of Board of Examiners.

*Receipts of Knox College in 1869-1870.*

| | $ cts. | |
|---|---|---|
| Amount received from Congregations, etcetera ... | 6,636 53 | |
| Balance at close of year ..... | 167 76 | |
| | | $6,804 29 |

*Expenditure.*

| | $ cts. | |
|---|---|---|
| Amount due at beginning of year ..... | 564 42 | |
| Paid on account of Salaries ..... | 5,160 00 | |
| Paid to Mr. Willing—Fuel, light and attendance | 250 00 | |
| Paid accounts for Repairs, etcetera ..... | 131 23 | |
| Paid for Library ..... | 148 94 | |
| Paid for Printing and Advertising ..... | 25 42 | |
| Paid for Insurance ..... | 108 68 | |
| Paid Interest on Mortgage ..... | 173 00 | |
| Paid Interest for advances for ordinary expenditure ..... | 72 00 | |
| Paid proportion of charges common to all the Schemes of the Church ..... | 170 00 | |
| | | $6,804 29 |
| Amount at Debtor as above ..... | $167 76 | |
| Due at this date ..... | 831 03 | |

| | $ cts. |
|---|---|
| Total amount due on the ordinary Fund on 1st of May, 1869, was ..... | 2,009 25 |
| Less this year by ..... | $1,010 46 |

*Receipts of the Knox College Endowment Fund, 1869.*

| | | $ cts. | |
|---|---|---|---|
| May 1st. | By amount in hand | 4,040 00 | |
| | By cash—bequest Mr. Gillies, Student | 1,000 00 | |
| | By Interest | 300 00 | |
| | | | $5,340 00 |

*Expenditure.*

| | $ cts. | |
|---|---|---|
| Amount of interest towards Beachville debt, (this is now extinguished) | 184 40 | |
| Amount paid to Knox College ordinary Fund | 115 60 | |
| Balance at interest | 5,040 00 | |
| | | $5,340 00 |

*Receipts of the Bursary and Scholarship Fund.*

| | |
|---|---|
| Received Donations, Interest, etcetera | $3,385 95 |

*Expenditure.*

| | $ cts. | |
|---|---|---|
| Balance at the beginning of the year | 108 81 | |
| Bursaries and Scholarships paid | 1,285 00 | |
| Paid for Elocution Class and Literary Society | 44 00 | |
| Invested | 1,500 00 | |
| Paid Reverend J. Cameron on account of the McDowall Bursary | 20 00 | |
| Balance | 428 14 | |
| | | $3,385 95 |

*State of the College Building Fund.*

| | |
|---|---|
| Amount at Debtor, as before | $2,163 62 |

## CHAPTER XI.

## PROCEEDINGS OF THE COUNCIL OF PUBLIC INSTRUCTION, 1870.

*February 7th, 1870.* Several Communications were laid before the Council.

The following Report from the Committee on Text Books was read and adopted:—

The Text Book Committee beg leave to report that they have considered Mr. Terrill's Ornithological Chart, and recommend that action relative to it shall be deferred untill a suitable Text shall have been published as a companion to it. They have also examined the Outlines of English History by Messieurs Ince and Gilbert, and also Granert's Manual of the German Language, but cannot recommend that they should be substituted for the Text Books at present in use.

*Ordered*, That, on and after January the first, the only Elementary Arithmetic authorized to be used in the Public Schools shall be Smith and McMurchy's.

*Ordered*, That the Chief Superintendent of Education be requested to recommend to the Government that additional remuneration, at the rate of $50 per annum, be granted to Mr. John Murphy, as Assistant in the Laboratory of the Normal School, to commence on the 1st of February instant.

Two applications for Pensions from the Superannuated Teachers' Fund were approved.

*Ordered*, That the Letter of Mr. Orr with the accompanying Books be referred to the Text Book Committee.

*Ordered*, That the following Books be no longer published in the authorized list;—National Art of Reading, National Sacred Poetry; but that the following be continued on the list:—National Mensuration, National Scripture Lessons, National Lessons on the Truth of Christianity.

*May 9th, 1870.* Several Communications were laid before the Council.

*Ordered*, The Council approve of the specimens of Paper for Text Books, made by Messieurs Bunting and Messieurs Barber, which they have submitted, in the belief that it is the best that can be furnished under the circumstances. At the same time, they trust that Canadian Manufacturers may be able to supply a better paper for future editions of the Readers and other Text Books authorized for the use of the Schools; and with a view to this improvement the Committee require that specimens of Paper for the future editions be, from time to time, submitted for their approval.

*Ordered*, The Council, having considered the Letter of the Reverend W. H. Davies, relative to the new and approved editions of the English Grammar published by Mr. Miller, are of the opinion that the case comes under the 5th Regulation, respecting the publication of authorized Text Books, and that Mr. Davies is entitled to such remuneration as may be awarded to him by the Arbitrators to be appointed, as provided for in the before mentioned Regulation, in the event of the disagreement of the Author and the Publisher relative to compensation.

If such arbitration be necessary, Doctor McMichael is to be appointed Arbitrator for the Council.

*Ordered*, The Council will take Five hundred Copies of Mr. Sefton's Theory of Music for the use of the Students of the Normal School, if the work when published be such as to meet with the approval of the Council.

*July 4th, 1870.* Several Communications were laid before the Council.

*Ordered*, That Mr. Warwick be informed that it will be necessary for him to state which of the series of authorized Text Books he is prepared to undertake to publish, provided that the permission of the Council is obtained, together with the names of the Sureties he proposes to furnish under the tenth Section of the Regulations, the Council being resolved to maintain the present standard of excellence in these Books. Also, that the Council deems it desirable that any Publisher, who undertakes the production of any of the Reading Books should publish all the Books of that Series, and not a part only.

*Ordered*, That while the Council are determined not to permit the circulation of inferior Editions of the Text Books, of which they control the Copyright, they cannot prescribe the details, with respect to the mode of accomplishing the work, provided the required security is furnished, and the Regulations observed.

Several applications of Superannuated Teachers were received and approved.

*Ordered*, That the Letter and Book sent by Mr. Cooper be referred to the Text Book Committee, to be considered with reference to the whole subject of Book-keeping and Writing, and that the Committee be authorized to consult with other competent Persons, if necessary, before reporting on these matters.

The Chief Superintendent laid before the Council a Letter from the Reverend Doctor Ormiston, resigning his position as a Member of the Council, in consequence of his approaching departure from the Country, and Doctor Ormiston also made a verbal statement on the subject.

*August 19th, 1870.* Several Communications were laid before the Council.

*Ordered*, That the Reverend William Ormiston, D.D., having tendered his resignation as a Member of the Council of Public Instruction for Ontario, in consequence of his removal to the City of New York, the Council expresses its deep regret at the

loss of Doctor Ormiston's valuable counsel and services. In all the relations which Doctor Ormiston has, for many years, sustained to the Council,—first as Mathematical Master and Lecturer in Chemistry and Natural Philosophy in the Normal School, then as Inspector of Grammar Schools, and last as a Member of this Council,—he has discharged his duties with singular ability and zeal, commanding the esteem and affection of all who have been associated with him in his labours, or have been under his instruction. In this feeling of universal respect and affection for Doctor Ormiston, the Members of the Council cordially join; and, while his retirement from the Council causes sincere regret, we devoutly wish him and his family all possible success and happiness in the new and important field of labour to which he has been called.

*Ordered*, That Mr. Ernestus Crombie, Barrister, be appointed Arbitrator on behalf of the Council, with respect to the publication of School Books, in place of Doctor McMichael.

*Ordered*, That Mr. Warwick's application to publish the whole series of authorized Readers having been considered, the assent of the Council is given to it, on the conditions applicable to such cases that have been laid down in previous Minutes, if the Sureties he offers are found satisfactory.

Two Volumes of Doctor Mill's series of Histories of Canada were laid before the Council, and it was resolved that Doctor Miles be informed that another Book on the subject has been already sanctioned.

*December 5th, 1870.* Several Communications were laid before the Council.

The following Report from the Committee on Text Books was presented:—

The Committee on the Text Books beg leave to report that they have examined the advanced Arithmetic by Mr. Bernard Smith and Mr. Archibald McMurchy, and recommend it for authorization by the Council, as a sequel to the Elementary Arithmetic by the same Authors already authorized. They also submit the index of an advanced, or supplementary, Reader; that will supply a want that is a present much felt in the Public Schools, especially in those in which higher instruction is given. They have also considered the subject that was referred to them, relative to Writing and Book-keeping, and recommend that the opinions of Doctor Sangster and Mr. Alexander Marling shall be taken, previously to the authorization of Text Books in those Branches.

The Report was adopted, and the advanced Arithmetic and advanced Reader were authorized, the latter when completed to be submitted to the Council, and the copyright of both to be transferred, according to Regulations, to the Chief Superintendent of Education.

The following Additional Report of the Text Book Committee was received and adopted:—

The Committee on the Text Books desire to report that they have examined the "First lessons in Agriculture" by the Reverend Doctor Ryerson, and recommend the little work for adoption in those Schools in which instruction is given in this important Department.

*Ordered*, That the Council have examined the specimens of the First, Second and Third Readers submitted by Messieurs Campbell and Son, as bound by themselves and Mr. Dredge. They approve of them as being, in their judgment, equal in binding to the standard copies, but desire to call the attention of the Publishers to several instances of the manifest deterioration of the blocks, and of the inferiority of the printed impressions, as compared with the standard copies. They must also express their strong disapproval of advertisements being introduced in these Books, and hereby prohibit such use being made of any of the authorized works.

*Ordered*, That the following alterations be recommended to the Government in the Salaries of the persons mentioned, videlicet:—Reverend Doctor W. H. Davies, Second Master in the Normal School to be increased from $1,500 to $1,600; Miss Jones, Second Assistant in the Girls' Model School, to be increased from $400 to $450. Mr. Clare, Master of Writing and Book-keeping, to be increased from $700 to $800.

*Ordered*, That the Fees in the Model Schools be increased from the beginning o 1870, to two dollars per month of four weeks.

# CHAPTER XII.

## APPORTIONMENT OF THE LEGISLATIVE GRANT TO THE COMMON AND GRAMMAR SCHOOLS FOR 1870.

### GRANT FOR COMMON SCHOOLS IN ONTARIO, FOR 1870.

CIRCULAR TO THE CLERK OF EACH COUNTY, CITY, TOWN, AND VILLAGE IN ONTARIO.

I have the honour to transmit herewith a certified copy of the Apportionment for the current year, of the Legislative School Grant to each City, Town, Village, and Township in Ontario.

The basis of Apportionment to the several Municipalities for this year is the School population, as reported by the Local Superintendents for 1869, and revised on comparison with previous Returns. The total amount available for Apportionment is the same as in last year, but the large increase of population in some Townships has necessitated an increased Grant, while the more stationary localities receive less.

Where Roman Catholic Separate Schools exist, the sum apportioned to the Municipality has been divided between the Common and Separate Schools therein, according to the average attendance of Pupils at both classes of Schools during last year, as reported and certified by the Trustees.

The Grants will be paid by the Honourable the Provincial Treasurer, on the Certificate of the Chief Superintendent. These Certificates will be issued on or about the 30th of June, in favour of those Municipalities which have sent in duly audited School Accounts and Local Superintendents' Reports to this Office.

I trust that the liberality of your Council will be increased in proportion to the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

TORONTO, 30th May, 1870. EGERTON RYERSON.

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1870.

| CITIES. | Common Schools. | Separate Schools. | Total. |
|---|---|---|---|
| | $ cts. | $ cts. | $ cts. |
| Hamilton | 1,585 00 | 405 00 | 1,990 00 |
| Kingston | 943 00 | 363 00 | 1,306 00 |
| London | 1,268 00 | 229 00 | 1,497 00 |
| Ottawa | 759 00 | 789 00 | 1,548 00 |
| Toronto | 2,748 00 | 1,702 00 | 4,450 00 |
| | $7,303 00 | $3,488 00 | $10,791 00 |
| TOWNS. | $ cts. | $ cts. | $ cts. |
| Amherstburg | 135 00 | 92 00 | 227 00 |
| Barrie | 162 00 | 65 00 | 227 00 |
| Belleville | 456 00 | 210 00 | 666 00 |
| Berlin | 244 00 | 33 00 | 277 00 |
| Bothwell | 130 00 | ..... | 130 00 |
| Bowmanville | 270 00 | ..... | 270 00 |
| Brantford | 620 00 | 100 00 | 720 00 |

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1870—*Continued.*

| TOWNS. | Common Schools. | Separate Schools. | Total. |
|---|---|---|---|
| | $ cts. | $ cts. | $ cts. |
| Brockville | 303 00 | 93 00 | 396 00 |
| Chatham | 445 00 | ..... | 445 00 |
| Clifton | 95 00 | 49 00 | 144 00 |
| Cobourg | 322 00 | 108 00 | 430 00 |
| Collingwood | 198 00 | ..... | 198 00 |
| Cornwall | 191 00 | ..... | 191 00 |
| Dundas | 203 00 | 89 00 | 292 00 |
| Galt | 360 00 | ..... | 360 00 |
| Goderich | 350 00 | ..... | 350 00 |
| Guelph | 420 00 | 156 00 | 576 00 |
| Ingersoll | 271 00 | 60 00 | 331 00 |
| Lindsay | 183 00 | 123 00 | 306 00 |
| Milton | 97 00 | ..... | 97 00 |
| Napanee | 193 00 | 30 00 | 223 00 |
| Niagara | 119 00 | 61 00 | 180 00 |
| Oakville | 113 00 | 56 00 | 169 00 |
| Owen Sound | 306 00 | ..... | 306 00 |
| Paris | 211 00 | 54 00 | 265 00 |
| Perth | 175 00 | 66 00 | 241 00 |
| Peterborough | 276 00 | 139 00 | 415 00 |
| Picton | 155 00 | 65 00 | 220 00 |
| Port Hope | 400 00 | ..... | 400 00 |
| Prescott | 123 00 | 107 00 | 230 00 |
| Sandwich | 144 00 | ..... | 144 00 |
| Sarnia | 234 00 | ..... | 234 00 |
| St. Catharines | 438 00 | 312 00 | 750 00 |
| St. Mary's | 282 00 | 58 00 | 340 00 |
| St. Thomas | 180 00 | ..... | 180 00 |
| Simcoe | 155 00 | 15 00 | 170 00 |
| Strarford | 273 00 | 67 00 | 340 00 |
| Whitby | 234 00 | 61 00 | 295 00 |
| Windsor | 350 00 | ..... | 350 00 |
| Woodstock | 396 00 | ..... | 396 00 |
| | $10,212 00 | $2,269 00 | $12,481 00 |
| VILLAGES. | $ cts. | $ cts. | $ cts. |
| Arnprior | 140 00 | ..... | 140 00 |
| Ashburnham | 120 00 | ..... | 120 00 |
| Aurora | 129 00 | ..... | 129 00 |
| Bath | 60 00 | ..... | 60 00 |
| Bradford | 120 00 | ..... | 120 00 |
| Brampton | 176 00 | ..... | 176 00 |
| Brighton | 122 00 | ..... | 122 00 |
| Caledonia | 108 00 | ..... | 108 00 |
| Cayuga | 86 00 | ..... | 86 00 |
| Chippawa | 112 00 | 21 00 | 133 00 |
| Clinton | 176 00 | ..... | 176 00 |
| Colborne | 86 00 | ..... | 86 00 |
| Dunville | 160 00 | ..... | 160 00 |
| Elora | 161 00 | 33 00 | 194 00 |
| Embro | 68 00 | ..... | 68 00 |
| Fergus | 139 00 | 19 00 | 158 00 |
| Fort Erie | 97 00 | ..... | 97 00 |
| Gananoque | 170 00 | ..... | 170 00 |
| Garden Island | 60 00 | ..... | 60 00 |
| Georgetown | 162 00 | ..... | 162 00 |
| Hawkesbury | 115 00 | ..... | 115 00 |
| Hespeler | 122 00 | ..... | 122 00 |

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1870—*Continued.*

| VILLAGES. | Common Schools. | Separate Schools. | Total. |
|---|---|---|---|
| | $ cts. | $ cts. | $ cts. |
| Holland Landing | 75 00 | | 75 00 |
| Iroquois | 72 00 | | 72 00 |
| Kemptville | 126 00 | | 126 00 |
| Kincardine | 180 00 | | 180 00 |
| Lanark | 82 00 | | 82 00 |
| Listowel | 126 00 | | 126 00 |
| Merrickville | 104 00 | | 104 00 |
| Mitchell | 190 00 | | 190 00 |
| Morrisburgh | 122 00 | | 122 00 |
| Mount Forest | 131 00 | 13 00 | 144 00 |
| Newburgh | 95 00 | | 95 00 |
| Newcastle | 80 00 | | 80 00 |
| New Edinburgh | 50 00 | | 50 00 |
| New Hamburg | 115 00 | | 115 00 |
| Newmarket | 127 00 | 38 00 | 165 00 |
| Oil Springs | 129 00 | | 129 00 |
| Orangeville | 90 00 | | 90 00 |
| Orillia | 133 00 | | 133 00 |
| Oshawa | 226 00 | 49 00 | 275 00 |
| Pembroke | 55 00 | 35 00 | 90 00 |
| Petrolia | 151 00 | | 151 00 |
| Portsmouth | 86 00 | 36 00 | 122 00 |
| Port Colborne | No data for apportionment. | | |
| Port Dalhousie | 122 00 | | 122 00 |
| Preston | 110 00 | 30 00 | 140 00 |
| Renfrew | 61 00 | | 61 00 |
| Richmond | 54 00 | | 54 00 |
| Seaforth | 140 00 | | 140 00 |
| Smith's Falls | 78 00 | 32 00 | 110 00 |
| Southampton | 97 00 | | 97 00 |
| Stirling | 82 00 | | 82 00 |
| Strathroy | 180 00 | | 180 00 |
| Streetsville | 72 00 | | 72 00 |
| Thorold | 151 00 | 50 00 | 201 00 |
| Trenton | 131 00 | 77 00 | 208 00 |
| Vienna | 86 00 | | 86 00 |
| Wardsville | 72 00 | | 72 00 |
| Waterloo | 165 00 | | 165 00 |
| Welland | 111 00 | | 111 00 |
| Wellington | 54 00 | | 54 00 |
| Yorkville | 180 00 | | 180 00 |
| | $7,180 00 | $433 00 | $7,613 00 |

SUMMARY OF APPORTIONMENT TO COUNTIES, 1870.

| COUNTIES. | Common Schools. | Separate Schools. | Total. |
|---|---|---|---|
| | $ cts. | $ cts. | $ cts. |
| 1. Glengarry | 1,988 00 | 251 00 | 2,239 00 |
| 2. Stormont | 1,872 00 | | 1,872 00 |
| 3. Dundas | 2,087 00 | | 2,087 00 |
| 4. Prescott | 1,442 00 | 156 00 | 1,598 00 |
| 5. Russell | 885 00 | | 885 00 |
| 6. Carleton | 3,151 00 | 124 00 | 3,275 00 |

SUMMARY OF APPORTIONMENT TO COUNTIES, 1870.—*Continued.*

| COUNTIES. | Common Schools. | Separate Schools. | Total. |
|---|---|---|---|
| | $ cts. | $ cts. | $ cts. |
| 7. Grenville | 2,102 00 | 43 00 | 2,145 00 |
| 8. Leeds | 3,445 00 | 12 00 | 3,457 00 |
| 9. Lanark | 3,115 00 | 13 00 | 3,128 00 |
| 10. Renfrew | 2,651 00 | 80 00 | 2,731 00 |
| 11. Frontenac | 2,721 00 | 139 00 | 2,860 00 |
| 12. Addington | 1,669 00 | 73 00 | 1,742 00 |
| 13. Lennox | 850 00 | ..... | 850 00 |
| 14. Prince Edward | 1,865 00 | ..... | 1,865 00 |
| 15. Hastings | 3,998 00 | 34 00 | 4,032 00 |
| 16. Northumberland | 3,874 00 | 92 00 | 3,966 00 |
| 17. Durham | 3,406 00 | ..... | 3,406 00 |
| 18. Peterboro' | 2,603 00 | 52 00 | 2,655 00 |
| 19. Victoria | 3,011 00 | ..... | 3,011 00 |
| 20. Ontario | 4,476 00 | 11 00 | 4,487 00 |
| 21. York | 5,838 00 | 172 00 | 6,010 00 |
| 22. Peel | 2,583 00 | 17 00 | 2,600 00 |
| 23. Simcoe | 5,874 00 | 36 00 | 5,910 00 |
| 24. Halton | 1,991 00 | ..... | 1,991 00 |
| 25. Wentworth | 3,000 00 | 52 00 | 3,052 00 |
| 26. Brant | 2,124 00 | ..... | 2,124 00 |
| 27. Lincoln | 1,979 00 | 37 00 | 2,016 00 |
| 28. Welland | 1,894 00 | 105 00 | 1,999 00 |
| 29. Haldimand | 2,372 00 | 40 00 | 2,412 00 |
| 30. Norfolk | 3,209 00 | 27 00 | 3,236 00 |
| 31. Oxford | 4,548 00 | ..... | 4,548 00 |
| 32. Waterloo | 3,196 00 | 151 00 | 3,347 00 |
| 33. Wellington | 5,528 00 | 312 00 | 5,840 00 |
| 34. Grey | 5,956 00 | 240 00 | 6,196 00 |
| 35. Perth | 4,122 00 | 79 00 | 4,201 00 |
| 36. Huron | 6,796 00 | 52 00 | 6,848 00 |
| 37. Bruce | 4,677 00 | 55 00 | 4,732 00 |
| 38. Middlesex | 6,733 05 | 160 00 | 6,893 00 |
| 39. Elgin | 3,259 00 | ..... | 3,259 00 |
| 40. Kent | 3,092 00 | 155 00 | 3,247 00 |
| 41. Lambton | 3,203 00 | 56 00 | 3,259 00 |
| 42. Essex | 2,372 00 | 36 00 | 2,408 00 |
| District of Algoma | 300 00 | ..... | 300 00 |
| | $135,857 00 | $2,862 00 | $138,719 00 |

GRAND TOTALS.

| —— | Common Schools. | Separate Schools. | Total. |
|---|---|---|---|
| | $ cts. | $ cts. | $ cts. |
| Counties and Districts | 135,857 00 | 2,862 00 | 138,719 00 |
| Cities | 7,303 00 | 3,488 00 | 10,791 00 |
| Towns | 10,212 00 | 2,269 00 | 12,481 00 |
| Villages | 7,180 00 | 433 00 | 7,613 00 |
| Reserved for new schools and townships imperfectly reported | 396 00 | ..... | 396 00 |
| | $160,948 00 | $9,052 00 | $170,000 00 |

(NOTE. A copy of this Apportionment, was also sent to the Provincial Treasurer).

APPORTIONMENT OF THE GRAMMAR SCHOOL FUND FOR THE FIRST HALF OF 1870.

| Grammar School. | County. | Average Attendance first half of 1870. | Apportionment, at the rate of $8 per pupil. |
|---|---|---|---|
| | | | $ c. |
| Arnprior | Renfrew | 20 | 160 00 |
| Barrie | Simcoe | 37 | 296 00 |
| Beamsville | Lincoln | 13 | 104 00 |
| Belleville | Hastings | 49 | 392 00 |
| Berlin | Waterloo | 26 | 208 00 |
| Bowmanville | Durham | 53 | 424 00 |
| Bradford | Simcoe | 18 | 144 00 |
| Brampton | Peel | 32 | 256 00 |
| Brantford | Brant | 30 | 240 00 |
| Brighton | Northumberland | 20 | 160 00 |
| Brockville | Leeds | 22 | 176 00 |
| Caledonia | Haldimand | 28 | 224 00 |
| Carleton Place | Lanark | 14 | 112 00 |
| Cayuga | Haldimand | 17 | 136 00 |
| Chatham | Kent | 35 | 280 00 |
| Clinton | Huron | 27 | 216 00 |
| Cobourg | Northumberland | 74 | 592 50 |
| Colborne | Northumberland | 56 | 448 00 |
| Collingwood | Simcoe | 24 | 192 00 |
| Cornwall | Stormont | 20 | 160 00 |
| Drummondville | Welland | 34 | 272 00 |
| Dundas | Wentworth | 71 | 568 00 |
| Dunnville | Haldimand | 39 | 312 00 |
| Elora | Wellington | 18 | 144 00 |
| Farmersville | Leeds | 41 | 328 00 |
| Fergus | Wellington | 14 | 112 00 |
| Fonthill | Welland | 32 | 346 00 |
| Galt | Waterloo | 104 | 832 00 |
| Gananoque | Leeds | 22 | 176 00 |
| Goderich | Huron | 31 | 248 00 |
| Grimsby | Lincoln | 31 | 248 00 |
| Guelph | Wellington | 36 | 288 00 |
| Hamilton | City | 101 | 808 00 |
| Ingersoll | Oxford | 28 | 224 00 |
| Iroquois | Dundas | 52 | 416 00 |
| Kemptville | Grenville | 29 | 232 00 |
| Kincardine | Bruce | 19 | 152 00 |
| Kingston | City | 76 | 608 00 |
| Lindsay | Victoria | 31 | 248 00 |
| London | City | 36 | 288 00 |
| L'Orignal | Prescott | 24 | 192 00 |
| Manilla | Ontario | 33 | 264 00 |
| Markham | York | 35 | 280 00 |
| Metcalfe | Carleton | 12 | 96 00 |
| Milton | Halton | 13 | 104 00 |
| Morrisburgh | Dundas | 20 | 160 00 |
| Mount Pleasant | Brant | 25 | 200 00 |
| Napanee | Lennox | 62 | 496 00 |
| Newburgh | Addington | 34 | 272 00 |
| Newcastle | Durham | 38 | 304 00 |
| Newmarket | York | 26 | 208 00 |
| Niagara | Lincoln | 21 | 168 00 |
| Norwood | Peterborough | 30 | 240 00 |
| Oakville | Halton | 11 | 88 00 |
| Oakwood | Victoria | 18 | 144 00 |
| Omemee | Victoria | 51 | 408 00 |
| Orangeville | Wellington | 20 | 160 00 |
| Osborne | Russell | 13 | 104 00 |

APPORTIONMENT OF THE GRAMMAR SCHOOL FUND, ETCETERA.—*Continued.*

| Grammar School. | County. | Average Attendance first half of 1870. | Apportionment, at the rate of $8 per pupil. |
|---|---|---|---|
| | | | $ c. |
| Oshawa | Ontario | 67 | 536 00 |
| Ottawa | City | 70 | 560 00 |
| Owen Sound | Grey | 37 | 296 00 |
| Pakenham | Lanark | 19 | 152 00 |
| Paris | Brant | 41 | 328 00 |
| Pembroke | Renfrew | 20 | 160 00 |
| Perth | Lanark | 60 | 480 00 |
| Peterborough | Peterborough | 101 | 808 00 |
| Picton | Prince Edward | 25 | 200 00 |
| Port Dover | Norfolk | 17 | 136 00 |
| Port Hope | Durham | 56 | 448 00 |
| Port Perry | Ontario | 37 | 296 00 |
| Port Rowan | Norfolk | 27 | 216 00 |
| Prescott | Grenville | 40 | 320 00 |
| Renfrew | Renfrew | 21 | 168 00 |
| Richmond | Carleton | 13 | 104 00 |
| Richmond Hill | York | 31 | 248 00 |
| Sarnia | Lambton | 18 | 144 00 |
| Scotland | Brant | 21 | 168 00 |
| Simcoe | Norfolk | 44 | 352 00 |
| Smith's Falls | Lanark | 30 | 240 00 |
| Smithville | Lincoln | 22 | 176 00 |
| Stirling | Hastings | 18 | 144 00 |
| Stratford | Perth | 33 | 264 00 |
| Strathroy | Middlesex | 25 | 200 00 |
| Streetsville | Peel | 33 | 264 00 |
| St. Catharine's | Lincoln | 73 | 584 00 |
| St. Mary's | Perth | 33 | 264 00 |
| St. Thomas | Elgin | 15 | 120 00 |
| Thorold | Welland | 36 | 288 00 |
| Toronto | City | 69 | 552 00 |
| Trenton | Hastings | 29 | 232 00 |
| Uxbridge | Ontario | 42 | 336 00 |
| Vankleekhill | Prescott | 28 | 224 00 |
| Vienna | Elgin | 26 | 208 00 |
| Wardsville | Middlesex | 34 | 272 00 |
| Waterdown | Wentworth | 20 | 160 00 |
| Welland | Welland | 19 | 152 00 |
| Weston | York | 35 | 280 00 |
| Whitby | Ontario | 82 | 656 00 |
| Williamstown | Glengarry | 27 | 216 00 |
| Windsor | Essex | 34 | 272 00 |
| Woodstock | Oxford | 36 | 288 00 |

(NOTE. A copy of this Apportionment, was also sent to the Provincial Treasurer).

# CHAPTER XIII.

## MEETINGS OF THE GRAMMAR AND COMMON SCHOOL MASTERS' ASSOCIATIONS, 1870.

### I. THE GRAMMAR SCHOOL MASTERS' ASSOCIATION.

The Meeting of the Ontario Grammar School Masters' Association was held in Toronto, Mr. William Tassie, of Galt Grammar School, in the Chair.

The President delivered the following Address:—

At the Annual Meeting of our Association, held in August, last year, you came to the conclusion that such a crisis had arrived in the interests of higher education in the Province as to warrant your again assembling at the close of the year, and in accordance with this Resolution we are met together to-day. In the printed notice before me, three subjects are submitted for your consideration, videlicet:—1. Superior Education in Ontario—a general consideration of the interests involved. 2. The best mode of eliciting the sense of the people on the subject of Grammar School Education. 3. The most advantageous Curriculum for Grammar Schools—the subjects considered particularly with reference to effective instruction in (*a*) Physical Science, (*b*) The English Language and Literature. Since our last Meeting the two School Bills, which were then before the Country, have been withdrawn. I must say, in regard to the one relating to the Common Schools, that I regret its abandonment for two reasons. First, on account of the admirable provision contained in it for the Examination of Teachers by the establishment of a Central Board; and, secondly, for the Section relative to Compulsory Attendance, so far at least as Towns and Cities are concerned. Such an enactment would be beneficial to all Common Schools at least I believe to the majority of them. As you are about to discuss Superior Education, I shall express the hope that your deliberations may lead you to the conclusion that English must be made the basis of our teaching in the Schools, in order to render them useful to the people. Whilst saying this, I must not be regarded as decrying the study of the Latin and Greek Classics. I yield to no one in high appreciation of their importance, but the study of these is not incompatible, and from a forgetfulness of this fact arises the many misapprehensions on the subject. In connection with Superior Education, there is one Institution which has been prominently before the public for the last twelve months. I have reference to Upper Canada College. I have hitherto, as you are aware, taken no part on this question from motives of delicacy. That such an Educational Institution as Upper Canada College, fairly administered, must exercise a most beneficial influence on higher education in the Country at large every one will, I think, admit, and I am free to admit its influence in this respect on the School with which I am connected. We must not, however, lose sight of its connection with the Grammar Schools in one respect,—I have reference to the Exhibitions which it annually offers to the Pupils of the country Schools. These Exhibitions, however advantageous to Upper Canada College, have necessarily a most withering effect on the Schools, the Pupils of which get these Exhibitions. I merely draw your attention to the subject, as constituting the chief, if not only, grievance under which the Grammar Schools labour in connection with Upper Canada College. I would also advert to the urgent great necessity for a School for Mechanical Engineering,—a want which has the effect of sending our young men to a Foreign Country to obtain instruction which cannot be had in their own. Such a School might readily be established in connection with the University of Toronto, and might be rendered in a measure self-sustaining, with some help from the Government. I would advise the appointment of a Committee to press the matter on the Government, and the Authorities of the University.*

* In 1871 a Commission was appointed by the Government to visit the United States to collect information on the subject of Technical Education. The Report on this subject published in a subsequent Chapter of this History.

*Suggested Grammar School Text Books.*

The Meeting then took up the subject of "Text Books," and after a short discussion, it was moved by Mr. S. Woods, seconded by Mr. Hinks, That the Association approves of the School Readers, as issued by the Council of Public Instruction; but would respectfuly recommend that an additional Reader should be prepared, embodying selections from standard literature, suitable for the more advanced Classes in our Grammar Schools. (Carried). On the subject of English Grammar being introduced, it was moved by Mr. Hicks, seconded by Mr. Kirkland, That the authorized English Grammar be submitted to a Committee composed of the following Members:—Messieurs Seath, Tassie and Woods. (Carried). Moved by Mr. Kirkland, seconded by Mr. Seath, That a Committee consisting of Messieurs Hunter, Ball, Thorn and the Mover be appointed to report on our authorized Arithmetics. (Carried). Moved by Mr. Woods, seconded by Mr. Thorn, That this Association recommend that Harkness' Greek Reader be improved by embracing fuller information in the Grammatical department, and further illustrations of the Greek idioms by more copious extracts from Greek Literature. (Carried).

Moved by Mr. Lennox, seconded by Mr. Woods, That the following Masters be a Committee to draft a Grammar School Bill, to be submitted to the Association at the next general meeting:—Messieurs Strachan, Hodgson, Seath, Woods and Hunter.

*Superior Education.—Old and New Systems.*

Mr. Hunter, (Dundas), said a very important change had been made in the manner of conducting Grammar Schools. Under the old system the Classics were the basis of Grammar School Education. Everything was moulded to suit that classical basis. In the new system, as he understood it, it was proposed to make English the basis. He saw in the Papers of the day reference made to the Prussian System. In that system, as he understood it, they had two classes of Schools; one they called the *real Schulen*, or, as we would call them, Mathematical Schools, and the other the *Gymnasia*. Some advocate the establishment here of Collegiate Schools, which would be somewhat similar to the Prussian School. Now, the Grammar Schools are somewhat similar to the Prussian Schools. In the *Real Schulen* the Classics are taken as a basis; in the *Gymnasia*, the teaching was of a more practical character. It was quite clear to him that if we adopted the Prussian System, it should be adopted in its entirety. If the Collegiate Institutes were to be considered as *Gymnasia*, the High Schools should be made equal to the *Real Schulen* of Prussia. And all this change must evidently be accompanied by a similar change in our University. The Grammar Schools must occupy an intermediate position between the Common Schools and the University. If so, the University System must be modified greatly, he should say, by establishing a new Degree of Bachelor of Science, having a course specially arranged similar to the training in the High Schools. Mr. Seath.—It is practically done in the University. Mr. Hunter said it was so in some measure. It would be, perhaps easier to have a distinctive Degree, as in the English Universities. It was quite clear to him, that if the High School System were adopted it would be necessary to frame a Curriculum to correspond with that of the University. Otherwise, there would be nothing definite for which the Boys would be working. Now, in taking English as the basis, as it was proposed, the danger appeared to be that there would be no clearly defined line between the High Schools and the Common Schools. That was one difficulty that appeared to him in reading over the proposed School Law. He feared there would be a kind of vanishing line between the two Schools. The result would be that Grammar School money would be expended, as had hitherto been done to a slight degree, in Common School Education. There was another point, and that was, the introduction of Physical Science into High School Education. There was a point made by Mr. Young at the last Meeting of this Association with regard to the Council of Public Instruction. He urged that there should

be an element of representation introduced into that Body, or that it should be entirely reconstructed and made wholly representative. The English Educational Council was supposed to guide Education in England, and undoubtedly our own Body might do the same for Ontario. In view of the importance of the duties devolving on this Body, it was quite clear that the Association must not ignore its existence. The question of Text Books had brought this matter up, so that the Association could not ignore the existence of the Council. Text Books which did not meet the approval of the best Grammar School Masters in the Province had been adopted for the Grammar Schools. The Council had the arranging of the Curriculum too. The Grammar Schools, however, had to follow the University of Toronto in their Curriculum, and the Council of Public Instruction had been given authority to model the Curriculum for the Grammar Schools. Mr. Lennox.—Do you consider the Superior Education of Canada a success? Mr. Hunter said it was, partially, for it had been improved; and he considered it had been improved from the individual efforts of Grammar School Masters. Mr. Hodgson, (Weston), would just say that the success of the Grammar Schools had been attained in spite of the System. Mr. Woods said a great difficulty existed in the many changes which were being made in the School Laws. He now spoke of the efficient Grammar Schools, because, after deducting the less prosperous Schools, there were still a large number which were most efficient. Mr. Kirkland said Doctor Ryerson had to bear a great deal of blame which he did not really deserve. In 1856 or 1857, he brought in a Bill which, if it were before the Country now, the majority of Teachers would say was a good Bill. He took it to Quebec, and every Section was taken out of it that was worth anything. There was everything in that Bill that the Association now contended for. The Common School Bill, which had met with general favour throughout the Country, had been torn to pieces by the Legislature. He thought these Members of Parliament needed overlooking as much as the Members of the Council of Public Instruction. Mr. Ball, (Thorold,) did not think the Collegiate Schools were needed. The Grammar Schools supplied all the Classical Education that was requisite. Mr. Hodgson held that the principle of giving to Collegiate Institutes an extra sum of $750 per year was quite an injustice to the large Union Schools that might be found in many parts of the Province. He held that the principal object of Grammar Schools was for teaching higher English branches and Natural Sciences, and then Classics and Mathematics sufficient to prepare Students for the University. He thought Upper Canada College should be placed under the same Regulations as the Grammar Schools. It should be submitted to surveillance the same as the Grammar Schools, and to use the same Text Books, and then, perhaps, they would have a fair race in educational matters. If the Council were composed, as it should have been, of men representing the public instruction of the Country, the authority of the Chief Superintendent would not have been ignored. Mr. Hodgson contended for a uniform system. Mr. Lennox was sorry that such a narrow view had been taken of this question. He would not like to see each Grammar School Master allowed to choose his own Text Books. The chief object of Education was to prepare the mind to grapple with any subject which might come before it. Mr. Lennox believed the chief objections to the Grammar Schools was an impression which existed in the Country that the education which they gave was not sufficiently practical. He did not approve of many changes. Mr. Sargent, (Ingersoll), said fault had been found with the Grammar Schools that the English training was deficient. That was more the fault of the Common Schools in which the Pupils were prepared, before being sent to the Grammar Schools. Mr. Wood said in this Country it was necessary to consider the class of people in the Country, and the means at their disposal to keep the Pupils at School. He was not one of those who wished to throw the Classics overboard, but he believed the Teachers should be permitted to educate Pupils to a certain stage in English branches, and afterward put them into Classics. If a Boy were to be a Mechanic he could be trained in Mathematics; if he were to be sent to the University, he could be taught the Classics and higher Mathematics. He (Mr. Wood), believed Pupils should be taught the English language thor-

oughly. A Pupil should be so thoroughly trained that he could take up a Book or a Paper, and go through it, giving the origin of each word in it, whether it was derived from Saxon, Latin, Greek or French. Mr. Seath could not see that the system of Education under the present Law was at fault. A great deal of the trouble arose with the Teachers themselves. They admitted Boys from the Common Schools who were not fit to enter Grammar Schools. If the present system were properly enforced there would not be so much trouble. The Common Schools should be further advanced in order the better to prepare Boys for the Grammar Schools. It seemed to him that Grammar School Teachers should not admit Boys who were unfit to enter their Schools, merely for the purpose of increasing the Grants from Government. With respect to the grants to the Collegiate Institute, he could not agree with the remarks from Mr. Hodgson. He, (Mr. Seath), believed a Grant of $750 was not too much to give a good Collegiate School. The Teachers must necessarily be thoroughly competent men, and they should receive a higher salary than Grammar School Teachers. Mr. Woods moved, seconded by Mr. Tytler, that the Association would respectfully recommend that in any future legislation on the Grammar School subject, the basis of appropriation should not be confined to Clasical Studies alone, but that due regard should be given to a thorough English training. Mr. Ball said the fault lay in the distribution of the Government Grant. Grammar School Masters were naturally anxious to increase the Grants to their Schools by increasing the number of Pupils, and were not sufficiently careful in admitting Pupils from the Common Schools. The fault, therefore, lay in the Law itself. The Legislative Grant is distributed according to average attendance. As long as this mode is in operation, the evil will still exist. I would propose a plan that would remedy this evil. It is this. Let the Legislative Grant be proportioned to amount contributed by Board of Trustees. Let a minimum amount be fixed for Trustees to contribute to entitle the School to the Legislative Grant; let the County Council contribute an equal amount; let the Legislature contribute an amount equal to those two. In places where the Grammar School is appreciated, the Grant by the Board of Trustees will be liberal; where there is little or no demand for Grammar School Education, the Grant will be in accordance. The Grant from the Legislature should have a maximum, say $1,000. The motion was then carried.

At a subsequent Meeting of the Grammar School Masters' Association, held in September, the following proceedings took place:—

*Report of the Committee on the Grammar School Bill.*

In the Report now submitted, the Committee beg to present those points, which, in their opinion, require to be provided for in any future legislation relative to Grammar Schools. The subject will be most advantageously treated by considering first the Status and Duties of Grammar Schools.

The functions of the Grammar Schools practically arrange themselves under two chief heads:—

The imparting to advanced Common School Pupils a training, linguistic, or scientific, or mixed,—this training being preparative for the various Competitive Examinations, especially for the University Matriculations, the Entrance Examinations of the Law Society and Medical Council, the Examinations for Common School Certificates, and probably hereafter in Canada, as now in England, the Examinations for the Civil Service.

The imparting to a considerable number of advanced Common School Pupils their final scholastic training previously to their entering on the practical business of life.

*The Admission of thoroughly prepared Pupils to the Grammar Schools.*

The definition above given of the Duties of Grammar Schools, takes for granted that they receive at regular intervals an accession from the Common Schools of thoroughly prepared Pupils.

First, as to the regularity of supply, frequent complaint has been hitherto made, that, even in the case of Union Schools, no provision exists in the Law for the promotion of Pupils from the highest department of the Common School to the Grammar School. As a consequence of this omission, the Law practically delegates to the Pupils themselves the responsible duty of determining the nature and the extent of their scholastic training. The absurdity of compelling Trustees to make a separate provision for the instruction, in the same branches, of Pupils of the same stage of advancement, and taught in adjacent Rooms of the same Building, is too manifest to require further illustration.

Then, as to the standard of admission. In the case of Pupils intended for the Classical Course, the standard ought to be not lower than that at present enforced; for the non-classical Pupils the standard should be such as not to interfere with Common Schools of average efficiency.

*Necessity for Increased Inspection of Grammar Schools.*

Lastly, as to the mode of conducting the Examination for admission. The proposed transfer of this Examination to the County Superintendent, within whose County, or half County, the Grammar School may be situated, is open to the very grave objection that there would no longer exist any uniformity in the standard of admission. The test applied would theoretically be uniform, but each one of the forty-two or more, County Superintendents would certainly interpret the requirements of the standard according to his own peculiar ideas, precisely as at present. Although the printed standard for County Board Certificates is identical everywhere throughout Ontario, the Examination Papers, professing to be based on that standard, are notoriously and grossly unequal in their requirements. The system of admission at present in force has done much for the elevation of the Grammar Schools. It, moreover, gives the utmost uniformity of procedure, and so affords a valuable basis of comparison. This latter is all the more important, because under the system, both present and proposed, the public money is apportioned on the basis of inspected Pupils. The objection against the continuance of the present system appears to be that this Entrance Examination occupies too much of the Inspector's time. Here, however, the objection seems to be altogether falsely taken,—the alleged inconvenience is due not to the system itself, but to the insufficient machinery provided for its administration. The energies of the present efficient Inspector are greatly over-taxed in attempting to accomplish work which would certainly occupy the whole time of two Inspectors.

*The Curriculum of the Grammar Schools.*

The Curriculum of the Grammar Schools must evidently be made to harmonize more completely than it does at present with the two-fold class of duties fulfilled by those Institutions. Much of the Master's time is at present unprofitably consumed on conflicting Programmes of Study. It would be a measure of the utmost importance if the subjects of all other public Examinations coincided with the subject prescribed for junior Matriculation in the University of Toronto, or were drawn exclusively from among those subjects; and if, on the other hand, the junior Matriculation of the University were so enlarged, by a system of options, as to embrace the requirements of the two great classes of Pupils described above as attending the Grammar Schools. By thus enabling the Masters to concentrate their energies, a more thoroughly-trained class of youth would leave the Grammar Schools for the University, for the Professions and for the various industrial occupations.

*The Proposed High School Scheme.*

The proposed scheme for the conversion of the Grammar Schools into High Schools is based on the substitution of Physical Science and the Higher English for the Ancient

Classics. As a necessary complement to the scheme, and in order to prevent the study of the Classics, henceforth optional, from falling into neglect, the establishment of Collegiate Institutes has been provided for. There are two dangers connected with this scheme to be apprehended and to be avoided. 1. The unnecessary increase in the number of High Schools, which must degrade the Common Schools, and exhaust the fund available for the maintenance of already-existing High Schools. 2. The dangerous possibility of setting up Collegiate Institutes on too slender a maintenance, as was proposed in the late High School Bill, and so entailing on the Institutes, from their very inception, a career of difficulty and disaster. The present Grammar School Fund is, of course, much too limited to yield the additional Grants demanded by this new class of Institutions.

### *Financial Aspect of the Grammar School Question.*

The financial aspect of the question is by far the most important, and it has hitherto, in our judgment, received insufficient attention. In the Bill submitted to the Legislature at its last Session, we are unable to discover any new means provided for the support of Grammar Schools. All the machinery professedly supplied by the new Bill is quite accessible, as the Law now stands, to the Trustees of Union Schools. The Bill would merely have the effect of forcing a union, where such a measure is at present regarded as unnecessary, and where it will doubtless be distasteful. The strong tendency moreover of the late Bill was to throw the burden of supporting the Grammar Schools on the already over-taxed local Municipalities. The County Councils, on the other hand, which, as a class, rank among the wealthiest of our Municipal Corporations, and which contribute towards educational funds a sum at present very trifling in amount, and annually decreasing relatively to the increasing wealth of the Country,—these wealthy and slightly-taxed Municipalities were practically relieved from contributing. Nothing could be more unjust to the Grammar School Trustees of Towns and Villages than to make the County Grant dependent on the County attendance. This attendance is, from the distance to be travelled, from the exigencies of agricultural operations, from epidemics actual or rumoured, and from many other causes, extremely fluctuating in its character, and equally fluctuating would be of course any Grant based on such attendance. The Trustees, when engaging a staff of Masters, have to provide for the adequate instruction of this influx of country Pupils, and it is quite evident that, with every oscillation in the attendance of such Pupils, the Salaries of Masters cannot be made to be at all in unison. The expense entailed on the Trustees is certain, while the means of meeting that expense, as provided by the late Bill, is to the last degree uncertain. There is no subject on which Grammar School Masters are so unanimous, as the necessity of compelling County Councils to furnish, for the support of such Grammar Schools, as shall hereafter continue to be maintained within their respective Counties, a sum at least equal to one-half of the Government Grant.

The County Councils, on being thus compelled to contribute towards the maintenance of the Grammar Schools, ought to continue to enjoy their present representation in the Trustee Boards. This power of nomination is, we believe, in the great majority of cases very judiciously exercised by those Municipalities. If any change in the appointment of Trustees were made, we incline to the opinion that the change ought rather to proceed in the direction of nominated, as opposed to elective Trustees.

## II. MEETING OF THE ONTARIO TEACHERS' ASSOCIATION, 1870.

At this Meeting of the Association the Reverend Doctor Nelles, President of Victoria University, delivered the following Address:—*

*The Reverend Doctor Ryerson pronounced quite a eulogy on the Address.

*Utility of these Teachers' Associations.*

As we are again assembled in our Annual Convention, permit me to open my remarks with a reference to the utility of such gatherings. It is a question with some whether they are really of much service. That must largely depend on the way in which they are conducted. If, however, we fail in effecting any great good, I trust we shall do no harm, which is more than can be said of some other assemblies. Even Parliaments are not always harmless, and, whether doing good, or evil, tax the people pretty heavily for their labours. Conferences, Synods and Œcumenical Councils sometimes talk nonsense, and of late have almost seemed inclined to try how great a weight of absurdity the religious faculty will bear. Let us be encouraged; whatever we do or say, we shall scarcely reach the abyss of folly attained by speakers at certain gatherings. Should these discussions not happen to shed any marvellous light, they will at least impose no taxes, fulminate no anathemas, and deluge no fields with blood. It is Vacation with us, and if we choose to amuse ourselves with Lectures, Addresses, and Debates pertaining to our Profession, we shall perhaps return to our Homes somewhat better prepared for the toil of the School Room. But we have a higher aim, and, in due time, shall effect something more than recreation. Nearly every year our Legislature makes an attempt at School Legislation, and it seldom happens that there is not room for more light even after the best exertions of all parties. There is commonly much writing on Education and Schools in the Newspapers, there are long debates in "the House," there are squabbles in Committees, there are Petitions and counter Petitions presented to "the House" there are Meetings of the Cabinet, and suggestions from the venerable Chief Superintendent of Education, and sometimes with no other result than a general bewilderment of the Legislators, and a withdrawal of "the Bill." It is reasonable to suppose that an interchange of views among the Teachers of the land may help on the formation of an enlightened public opinion, on which after all the success of our System of Public Instruction must mainly depend. I welcome you, therefore, Teachers of Ontario, to this your customary gathering, and exhort you to an earnest and thoughtful investigation of the principles, methods and results of the noble calling in which you are engaged.

*Early Spread of Education in Ontario.*

In our last Convention, there was nothing to mar the harmony of our proceedings, and I trust we shall have on this occasion the same courtesy and order, the same willingness to communicate and receive information. The people of Canada, and especially of Ontario, may congratulate themselves that they begin their national career under a good System of Popular Education In most Countries, it has been otherwise. Even England herself, in so many ways the foremost among the Nations, presents to us to-day, after a history of a thousand years, the melancholy picture of a great people unable to agree until this year upon a uniform and efficient scheme of Common School training. With some European Nations it is not quite so bad, but no people ever began its history under circumstances so auspicious in this respect as our own community. Here the Schoolmaster is early in the field, pre-occupying the ground, leading the van, and preparing the way for all other agencies of a true civilization; elsewhere he has commonly come in at first as the helper of a favoured few, and only tardily, and under many impediments, has found access to the multitude.

*Hindrances to the Diffusion of Education in Europe.*

Paul, speaking of his intended visit to the Romans, tells them that although he "oftentimes purposed to come unto them he had been let hitherto." So a long time stood the Schoolmaster looking wistfully at the neglected masses of the old world, but

was hindered, and, to a large extent, is still hindered, from diffusing the sweet and precious gospel of knowledge. Hindered by ages of violence and barbarism; hindered by devastating and wicked wars, waged at the beck of some Alexander, or Napoleon; hindered by ecclesiastical crotchets, and still worse ecclesiastical cruelties; hindered by the so-called unity of the Church where she has been one, and by the jealousies of the war fragments where she has been divided; hindered by ignorance of the laws of political economy, leaving thousands needlessly to wear away their weary days in striving to live by bread alone, and not able to live by that; hindered by the pedantries of a false learning, and by the subtleties of a barren philosophy; hindered by the fastidiousness and selfish isolation of the higher classes; hindered by the improvidence and sensuality of the lower. In this, as in many other cases, the effect becomes again a cause, and runs on with an ever accumulating force. I do not lose sight of the brighter aspects of European civilization, nor forget the grand old work of Science, Literature and Art. The far-off mountain peaks glitter in the sunlight, but only the more dreary seems the darkness of the Valley below. The names of Bacon, Newton and Shakespeare, are enough to show what a wealth of intellect belongs to the Saxon race, but remind us also, how many a "Milton, pregnant with celestial fire," born amid the struggling poor, has waited in vain for some favouring breeze to kindle his genius into life, and has carried at last into another world the dormant faculties intended to illumine the darkness of this. Few educated persons feel that they have made the most of their powers. There are many palpable blunders, much waste of opportunity, many slumbering energies, and often a bitter sense of failure. If Nations had souls, and could be awakened to an individual consciousness, how sad would be their knowledge of what they are as compared with what they might have been! How like rain would fall their scalding tears over their neglected gifts, their wasted years and their forsaken offspring capable of the highest spiritual life, but doomed to herd "like dumb driven cattle," although with a sense of misery that dumb cattle can never know. Such tears wept Jesus of Nazareth over Jerusalem, but we fail to realize how, through the long centuries, there has been room for similar lamentations over London, Dublin, Paris, nay, all the great Cities of the Globe. It is a terrible mistake to suppose that the degradation of the common people tells upon them alone. All the parts of a Nation are members one of another. The filth of the hovel sends a plague to the palace, and the ignorance of the masses reacts more, or less, upon the entire life of the people. The neglected classes become also the dangerous classes, and furnish material for the work of the demagogue, the tyrant, and the Religious imposter. Let Education become universal, and descend as an heirloom from one age to another, and there will ere long grow up an enlightened public opinion, capable of holding in check the mad ambition of Kings, the schemes of mercenary politicians, and the folly of those who retard Christianity by mingling with it dogmas of their own invention.

### *Aids in our Efforts to Diffuse Education.*

There is much yet to do, far more than is generally supposed, to perfect and extend the Educational System estabished in this Country, but having the advantage of an early introduction and a general approval, it will not be easily displaced, or rendered inoperative. For along with the Schools which we have provided for the people, we have extraordinary helps and resources inherited by us from our forefathers. We, in a manner, combine the advantages of youth with the accumulations of time. We have not like other Nations to wait for the slow development of Language; we speak already a tongue matured by the lapse of ages and enriched by spoil gathered from all Languages of the earth. We have not to grope blindly for models of eloquence, of story, or of song; Chatham and Burke, Macaulay and Gibbon, Burns and Dryden, Milton, Tennyson and Shakespeare are all our own. We have not to work out by a series of painful experiments the first problems of Constitutional Government; the

parliamentary and judicial history lies spread out before us, with its precedents, its warnings, its inspiring examples. The military glory of Britain will make us strong, her battles teach us how "to do, or die." The Mother Country, having planted us, enriched us, and seen us shoot up into bloom, is supposed by some to be about to leave us alone to struggle with the storm. We would fain postpone the hour of abandonment, but, if it must come, we doubt not that we shall be able to live, sending our roots still deeper into the soil and our branches yet further to the sky. Nor need we altogether deplore the slow influx of European population to our shores. Could we choose the type we might indeed pray for a large immigration, but often the classes that come are the classes that we could best spare. This at least we shall gain by the delay,—a better opportunity to lay in our own way, unencumbered by violent mobs, or evil traditions, the safe and sound basis of national weal. Let us not forget that it is from this foreign element and its medieval superstitions that has come the chief danger to our Common Schools, and which even threatens the School Systems of the neighbouring Republic. Much as we have been harassed by a section of this foreign population in the recent vallainous attempts of Fenian hordes, there are events transpiring constantly in the United States sufficient to show that it is far better to meet these miscreants on the border as foes than to harbour them among us as citizens. May all such Emigrants continue to find a settlement in the great Republic until we have reared a rational generation capable of outnumbering and controlling them. That, when our Educational Institutions are well established in the hearts of the people, and the Country is pervaded by the leaven of a Protestant Christianity, we shall less fear "the blind hysterics of the comers," and welcome more largely the ignorant and degraded of all lands—

> "Nor heed the skeptic's puny hands
> While near the School the Church-spire stands,
> Nor fear the blinded bigot's rule
> While near the Church-spire stands the School."

*Needs for Watchfulness to Keep Down Ignorance of Native Growth.*

But let us remember that Canada has no exception from weeds of native growth. No Patron Saint has given us perpetual security from vermin . Both Country and Town will breed their respective evils. It is only by unceasing vigilance and well-considered efforts that we shall keep down the growing heathenism. It is for the State so to shape her Educational Measures that there may be no exemption, or exclusion, from the common enlightenment. Religious agency must, for many reasons, be left to voluntary endeavours, but as regards the Common School, I for one, hesitate not to accept, when necessary, the principle of "compulsion." We recognize the rights of the Parent, but we recognize also his duties; and we recognize in no one, whether Parent, Priest, or Potentate, the prerogatives of arbitrary power. No Government hesitates to interfere with these imaginary rights. As the Parent may be restrained from inflicting bodily torture upon his child, as the Husband is compelled to share his property with his Wife, as the citizen is compelled to contribute to the maintenance of public order, so also should the Parent be compelled, when necessary, to give his child the elementary training provided by the State. Of course, there are difficulties and objections, but these are more than counter-balanced by the evils of ignorance. There is to be considered not merely the interests of the child but of the community: and not only for to-day but for generations to come. It is the cumulative power of such evils that we have to dread. The stream may be small at first and disregarded, but it will gather volume as it goes, until at length it will sweep on with a defiant and desolating flood. We must aim from the first at a National System, which means not merely Schools open to all, but serviceable to all. We must keep to it as a political creed that no one has a right to be grossly ignorant, that no one in Canada

has occasion to be so. Really the world has so long gazed on the picture of a degraded humanity that the result of human folly is almost mistaken for a law of God. But why should the darker aspects of European society form a part of our young ideal? Providence has given us a new world for a new and better order of things. We hope for forms of civilization that shall outdo the past, if not in the way of special excellence, and the elevation of particular classes, at least in the way of a wider diffusion among all classes of the benefits intended for all. We hope that it is possible to have Nations Christian in a better sense than any are now so; that it is possible so to organize society that homeless children shall no more be numbered by hundreds of thousands; nay, that it is possible to have nations without paupers, without heathen, without tyrants and without wars. I seem to hear as I pass along the voice of the scoffer deriding all this as a dream. But I believe in dreams, and also in visions. The dreams of our better nature are prophecies, and many such a prophecy of olden time is embodied in the history of to-day. Faith and hope are truer guides than skepticism, or despair. "All despair," says Bacon, "is a reproaching of the Deity." Despair of human progress is eminently so, and a reproaching of the Holy Scriptures in particular. If we believe in a Millennium let us not divest it of reality, or doubt of there being a road toward it. When it comes it must "give our faith the life of fact,"

> "And better than we dare to hope
> With Heaven's compassion make our longings poor."

*The Things that a Child should Learn.*

Adverting to topics somewhat more immediately within our reach, I find few of more importance than the question of what the child should learn, and what the Instructor should teach. A rational answer is not to be expected from the Pupil, often not from the Parent, and sometimes not even from the Teacher. It is certainly a question always open for reconsideration, and to be answered in the light of advancing Science. Studies once useful become obsolete; Studies useful to one are valueless, or hurtful, to another. Old Sciences are extended, ramified and changed in their relations; new Sciences are born. Very often a score of subjects will clamour for admission, when only two, or three, can be mastered. Subdivision of labour is indispensable, and yet, unless judiciously made, becomes itself an evil. General discipline is to be secured, as well as special excellence. A famous German Scholar, having devoted his life to the study of Greek Grammar, lamented, when dying, that he had not restricted his attention to the dative case! This, I fear, would hardly do for Canada; and yet the principle is a sound one, when rightly applied. It is not known whether Methuselah ever went to School, but if he were living in our day he would need a longer life to master the whole Curriculum of Learning. To some, it may seem easy to decide what to teach, at least in the Common and Grammar Schools, but the view we take of University Education must more, or less, affect the course of training all the way down to the cradle, and both higher and lower Education will take their shape from the philosophy of the time. The practical Teachers of the Country may not be the best judges in this matter, but they will be when Teachers are raised to their proper status, and adequately qualified for their work.

*How and What should the Instructor Teach?*

The question, what to teach, complicates with the question, how to teach. If time be wasted and power lost by a bad method of teaching, there will, of course, be so much less room for range and variety of subjects. "Geography," says Burke, "though an earthly subject, is a heavenly study," and yet I have known Boys so taught Geography as to waste time enough for the acquisition of a new language. "A new language," says another great man, "is like a new soul," and yet Boys are

sometimes so taught languages as not only to acquire no new soul, but to lose the old one, giving occasion for the saying that "the study of languages is the soul's dry rot." Spelling is a grand problem, and about as hard to solve as the pacification of a mutinous land. If I could despair at all of the Millennium, it would be from the present anomalous and thorny mode of spelling the English language. It is a disgrace to all who do not believe in works of supererogation. Could we get our Orthography simplified and purged of its superfluous material, something would be added to the years, and much to the happiness of children, not to speak of older people, and especially of Foreigners. Some seem to regard our present Orthography as a part of the essence of our literature, fixed as it were by a law of nature, like Gravitation or the Circulation of the Blood. Such persons should read some of the standard Authors in their original form. They need not go further back than Shakespeare, or Hooker. It seems from evidence in Parliamentary Committees that even Cambridge Professors have not yet learned to spell; all things considered, it is not to be wondered at. I have no personal interest in this matter, being a capital speller myself, nor have I any scheme to propose, but if anything ever should open the way to an Orthographical Reformation, let us help on the change. English Grammar, of course, is one of the leading branches of early education, and yet a year, or two, is often wasted by teaching Grammar in the wrong way and at the wrong time. The practical part of Grammar is best learned by imitation. Let Boys and Girls hear only correct and elegant speech, and they will as naturally speak with acuracy and grace as in the other way. The abstract and theoretical part of Grammar should be postponed till the faculties of abstract thought have come into play. Latin, or Greek, Grammar is in some respects better adapted to an early age than English Grammar. I once visited a Common School, in which the Teacher was examining Pupils, from nine to twelve years old, in Political Economy! Shades of Adam Smith! I mentally exclaimed, who would have looked for this! It was torture even to listen to the poor little mortals repeating with blind and mechanical reiteration the definitions, distinctions and demonstrations of this perplexing Science. I do not deny the possibility of presenting to the understanding of children some of the elementary notions of Political Economy, but there are scores of things which I would take up sooner, and especially if it has to be taught in the manner above described. I wish loss of time in such cases were the only evil. It is still a greater injury to give a child a habit of unreality, the habit of talking without meaning, of depending simply on authority in matters of Science. Even Religion is often in this way made a dead form, and the sublimest of all realities reduced to the shadow of a shade. I do not attempt here to prescribe the best course of elementary training. I aim only at hints, which may be pondered, or followed up. In general terms, I may say that our schooling is, for the most part, too bookish, too abstract, and too remote from living realities. Civilization, with all its advantages, has some drawbacks; the want of closer contact with nature is one of them.

*The Advantages of Nature and Object Teaching.*

Much has been said of late of Object Lessons, and in this we have a recognition of the evil, but only a very partial correction of it. A great German Author is said to have done most of his studying in the open air, along the Streams and among the Trees. It would be well if younger scholars could have more of this privilege. Nature teaches us the true order. The observing powers are the first to come into activity. Children are all eye and ear. They love the Flowers, the Birds, the Rocks and Streams. Too soon we imprison them in the world of abstractions. Books must be learned, but early education should as much as possible deal with Nature and the Senses. One of the most famous and modern Writers complains that, with all his learning, he was not taught at the proper time, and, therefore, will never know the characters and names of the common Plants and Animals of his Country. It is useful to know the history

of Greece and Rome, of Carthage, Egypt, the Crusades and a hundred other things, but I suspect that much time is consumed over such matters that might better be given to things nearer home, and more fully within the range of a child's comprehension. I may take Botany for illustration. Few Sciences are so well adapted to entertain, enrich, or instruct, the mind. Eminently suited to the child, it yet affords ample scope to the Philosopher. It extends over a wide field; it affords endless variety; it furnishes striking examples of the "reign of law," and of a creative intelligence; it bears a close relation to daily comfort, and it offers invaluable aid to the art of the Physician. It challenges us in the Grass on which we tread, and in the Weeds that grow by the way, as well as in the richer hues of the Garden and the grand Oaks of the Forest. The Creator seems to summon us by fragrance and beauty, as well as by the coarser utilities of life, to explore well this amazing kingdom of the Plants. And yet, it is study scarcely taught at all in any of our Schools, high or low. It is supposed to be a nice amusement for a Girl at a Boarding School, and that, of course, proves it unfit for any one else. He who has noted men in a Witness-box at Court knows that not one man in a hundred can observe what he sees, or give an account of what he has handled. An American Indian has a better education in some important respects than a good many College Graduates. Read Cooper's "Pathfinder," and you will see what I mean, and be inclined to agree with me. You will, perhaps, say that the Indian's education is best for him; our own for us. This is only true in part. We all learn many things at School only to forget and sometimes to despise them afterwards. Beyond matters of book lore essential to all, there is a wide margin where time and toil are wasted, or employed to ill advantage. I am convinced, for one, that we need to give more prominence to the education of the Eye, the Ear, the Hand, although it should be at the expense of some other branches of knowledge; but more especially that we should so follow the order of nature as to secure the best economy of time and power. It is melancholy to look back on the misdirected efforts of early years, to feel that the golden affluence of youth will return no more, and that, in a sense, beyond the meaning of the poet, "Our young affections run to waste, or water but the Desert."

*The High Standard to which a Teachers should Aspire.*

These reflections bring me to notice the high standard to which the Teacher should aspire. He must be competent not merely to teach the prescribed subjects, but also to judge of education as a whole. He is to be no mere hireling of Trustees, or Parents, but a man who makes his calling an arduous and life-long study. He must know a great many things more than he is called upon to impart in the School Room. His wider culture may often be utilized even in the humblest toil, but it will especially prepare him to speak with wisdom and authority upon the pressing educational questions of the day. It is not expected that all Teachers wil reach this point of intelligence, but this is the ideal at which all should aim, and to which many may attain. How else is education to be improved? Experience shows that the mass of men think little on the subject, and experience also shows that nothing, unless it be a bad system of Religion, holds on with such grim conservatism as a bad system of Education. I regret on many grounds the establishment in this Country of Separate Schools, among others this one, that they will be less open to improvement. "A habit, or ceremony," says Addison, "though never so ridiculous, which has taken sanctuary in the Church, sticks to it for ever." This is too true of the Church in particular of which he is speaking, and it is, therefore, the more to be deplored that Education, which needs to be quickened by all the new light of the future, should be pledged beforehand to the blind worship of the past. I cannot approve of the proposition lately made in England to exclude all Clergymen from the office of Teacher, but Clergymen, like other people, should keep pace with the times. It is doubtful if they will do this except through the action of educational and literary influences over which they have not absolute control. The Teachers, therefore, should be the mouthpiece of no Ecclesiastical

System, but the Agent and Leader of advancing knowledge, moulding society, as much as he is moulded by it. The great hinderance, I fear, to the Teacher's highest qualification is found in the fact that teaching is too often taken up merely as a stepping stone to something else, and this again arises from the fact that Teachers are so poorly paid. The talent and enterprise of the land will naturally be drawn into the most lucrative employments.

*The Greatly Felt Want of Remuneration in the Profession.*

It is said that Candidates for the Christian Ministry diminish in number in proportion to the prosperity of other Professions. Ministers claim to be impelled by higher considerations than worldly advancement, yet human motives are seldom free from an earthly mixture, and if this holds in so sacred a calling as that of a Clergyman, much more may it be expected to operate elsewhere. Clergymen and Teachers are, of all classes, the most inadequately remunerated. As a rule, they have scarcely enough for a decent living while engaged in active labour, and they have a still scantier prospect for the years of feebleness and decline. If my words here to-day will have any weight, I feel that I am pleading the cause of the children and society not less than of the Teacher, in urging a more generous support for those whose mission it is to lead the intellectual and moral life of the people.

*The Religious Character of our Schools.*

I shall close these observations by touching upon a subject of the highest moment, but one which we are always in danger of neglecting, and which, on this account, as well as from the so-called secular basis of our School System, it is the more necessary to bring again and again into view. I refer to Religion. Distinctive theological teaching is, of necessity, excluded from our Public Schools as at present constituted. A Frenchman travelling in the United States, is said to have complained that he found two hundred Religions and only one gravy! This complaint is eminently characteristic, for some Frenchmen think much of the sublime art of cookery, and not so much, I fear, of Religion. A new Religion has since been added to the American Catalogue, although possibly no new gravy. Although, there may be in Canada somewhat less than two hundred Religions, there are far too many to introduce into our Public Schools, which we are therefore obliged to make non-sectarian. But the danger is lest the exclusion of theological dogmas, as such, from our Schools, should have the effect of disparaging Religion in general estimation, and lead the Teacher to consider himself as excused, if not positively debarred, from the entire field of moral and Religious truth. The Teacher would thus come to deal with his work as something barely and dryly intellectual. This would be a serious mistake, and inflict upon education a moral sterility to which even mixed Schools need not be doomed. There is much that the Teacher can do for the higher life of his Pupils without encroaching upon sectarian peculiarities. We all believe in the love of God and the love of our neighbour. We all believe in a future life, where it shall be well with the Righteous and ill with the Wicked. We all believe in the sacredness of Justice, of Veracity, of Kindness, of Purity, in a word, the manifold integrities and charities of life. The relation of these to the Gospel may be more fully explained in the Sunday School, the Family, and the Pulpit, but their paramount importance should be inculcated, and their habit exercise fostered everywhere.*

*The Necessity for the Education and Culture of the Conscience.*

If there be such a thing as public opinion, there must be a public opinion on moral questions, that is a public conscience. Now conscience, like other faculties,

* An effort to deal with these moral questions is exemplified in the Scheme of Friday Afternoon Talks with the Pupils, as explained on page 120 of the XXth Volume of this History.

perhaps more than most faculties, admits of growth. It has a kind of national growth. Both its discriminating and its impulsive energy may be cultivated, as in the case of patriotism, the love of war, and other sentiments. This is forcibly shown in the history of public opinion on Slavery, Usury, Persecution, and all other such questions. "Usury," says Lecky, "according to the unanimous teaching of the old Theologians, consisted of any interest that was exacted by the Lender from the Borrower, solely as the price of the loan. Those who lent money at three per cent, were committing usury, quite as really as those who lent it at forty per cent." It is even mentioned by Dugald Stewart, as an evidence of the liberality and farsightedness of Calvin, that he was among the first to break loose from erroneous notions on this subject, which had prevailed from the time of Aristotle. In Lower Canada, and other places, it is still thought wrong to allow interest beyond a certain figure, although the public conscience seems to oscillate as to the precise point where innocence ends and sin begins. From this and innumerable other examples, it is evident that there is a culture of the conscience on a large scale, and that the successive generations of men are fortunately not constrained merely to inherit and transmit the same moral ideas uncorrected and unenlarged. In this, as in other fields, "the thoughts of men are widened by the process of the suns." A new moral conception, although the novelty may arise only from the improved statement, or application of a principle as old as the creation, will oftimes be to a community like "another morn risen on mid-noon," and disclose a world of injustice, or unkindness, where heretofore all seemed commendable and fair. Loyal obedience to the new and better view will perhaps set free some depressed class of society from disabilities and temptations which were dragging men to ruin as by a kind of necessity, and in a little time crown some long barren waste with an unexpected verdure. Alas, how many degraded classes are waiting in dumb sorrow for this emancipation! How many Deserts waiting for this better moral tillage! It would be hard to say that our System of Public Schools has no part to play in this work. Paley is said to have complained, (only in pleasantry, I trust), that "he could not afford to keep a conscience." Must the State too, and the State School, come down to this last stage of moral pauperism? Nay, rather let our Public Teachers believe that non-sectarianism in its severest construction has no such meaning as this, but still leaves a wide vocation open to them in giving to the young the purest and best moral conceptions, and in so enthroning them in the heart that no subsequent years shall wholly obliterate the early lessons. I shall perhaps be told that such moral teaching is not Religion, or that, at least, it must seriously fall short of what is wanted. Let those who so feel ply with diligence the other means within their reach to supply the defect. But high-toned morality is as necessary as dogmatic theology; nay, rightly understood, —so understood as to include what we owe to God as well as to man,—it is the practical end at which theology aims.* It will be well if the Teacher enforces the practical side of the Gospel as diligently and earnestly as the divine has been wont to enforce the theoretical and ecclesiastical. Nor need the Teacher wholly ignore, much less discountenance, the peculiar aids and sanctions of Christianity, although, as a man of sense and true catholicity, (if these have not become incompatible), he will know where to draw the line between what fairly belongs to his province as a Teacher, and what must be left to other hands.

### *Personal Power and Influence of the Teacher.*

One thing is certain, that whatever a Teacher may, or may not, inculcate, he can never divest himself of a certain character and spirit in things Moral and Religious. Here, after all, is the chief point. Children have an immense capacity of imitation. The logic that convinces them is concrete logic; the power that sways them is personal

* For a practical method of teaching an every-day system of morality, see the Friday Afternoon Talks with Pupils given on page 120 of the XXth Volume of this History.

power. This is true of men; it is doubly true of children. Let the Teacher then look well to his example, his manner, his general temper, in a word what we call the spirit of a man. And these must spring mainly from his Moral and Religious life. Consciously, or unconsciously, every man must be what he is, by his higher sympathies and his eternal hopes. Even intellectual beauty is, in some mysterious way, watered from the Infinite Sea. "The doctrine of the human understanding and of the human will," says the Father of modern philosophy, "are like twins; for the purity of illumination, and the freedom of the will, began and fell together; nor is there in the universe so intimate a sympathy as that betwixt truth and goodness. The more shame for men of learning, if, in knowledge, they are like the winged Angels, but in affections like the crawling Serpents, having their minds indeed like a mirror; but a mirror foully spotted." The Teacher's spirit will not only affect the fidelity of his labours, but will be caught by his Pupils. It is, therefore, of the highest moment that he should begin his influence over the young by becoming the right kind of man himself; not indolent, or cold, or selfish, or cruel, or grovelling, or irreverent, or prayerless.

*The Spirit in which a Teacher should Labour.*

A power from somewhere must so have stirred his better nature that the infinite worth and also the infinite perils of even a child's life may come vividly home to him, and all the energies of his soul, not of his intellect alone, but of his intellect quickened by his heart and guided by his conscience, may be consecrated to his work. He must be able to feel that while nothing pays so poorly as teaching, nothing, on a higher calculation, pays so well. He must be able to "find in loss a gain to match," and regard the drudgery and weariness of the School Room as the hard and prosy conditions to results of inconceivable grandeur. He must overleap the passing hour, think of things that are not, as though they were, and in the spirit of a great Artist, as a Sculptor, or Painter, toil for immortality, remembering, that when Marble Statues shall have crumbled into dust, his workmanship shall still grow in living beauty, transfigured evermore in the light Elysian,

"An ampler ether, a diviner air,
And fields invested with purpureal gleams."

Philosophy shifts and changes with the lapse of years, but the spirit which makes the Patriarch, the Apostle, the Martyr, this lives on through all time, the unity of the ages, the harmony of the worlds. Let the Teacher labour in the light and power of these higher aspirations and impart them to his Pupils. Teach them, indeed, the wonders of Science; make them quick, discriminating, and learned; yet let it be reiterated again and again, while the world lasts, that knowledge is not wisdom, but only her handmaid, and that the great lesson for the child, as for the man, is to be brave, and true, to be pure, gentle and self-sacrificing; to work these virtues diligently and deeply into the habit of the soul, and to bring them out in the daily life, after the manner of Him who has embodied for us in one and the same character, the true, the beautiful, and the good.

At the close of the Address, Mr. Scarlett moved a cordial vote of thanks to the learned President for his very able and interesting Address. The motion was seconded by Mr. Waston and carried unanimously. Reverend Doctor Ryerson, by request, then briefly addressed the Convention.

### Characteristics and Tendencies of the Times.

The Reverend E. H. Dewart, of Toronto, also delivered the following Address before the Association. He said:—

It is with unaffected diffidence that I appear before you, to address the Teachers of this Association, met in their Annual Convention. It was with some hesitation

that I accepted the invitation of your Secretary; and, if a distant view of the task awakened apprehension and distrust, I assure you these feelings have not diminished by finding myself in contact with the actual responsibilities of the occasion.

*My Difficulty was in Making Choice of a Suitable Subject.*

I felt hesitation in attempting to address an audience of practical Teachers, on the duties of their Profession, lest, being no longer engaged in this work myself, I might appear to be binding heavier burdens on your shoulders than I would be willing to bear myself. We all know how very much easier it is to give good counsel to others, than to practise one's own advice. I felt embarrassed, therefore, as to the selection of a subject. I thought if I should select a theme having special reference to your work as Teachers, I might possibly find myself trying to enlighten you in questions which were better understood by the scholars than by the teacher. On the other hand, if I should address yon on some topic having no special application to your profession and work, I feared that my remarks might be less helpful to you, as Teachers, than if they had greater fitness. For I cannot but feel that in speaking to this Association, I am speaking to a Representative Audience,—I am speaking through you to the Pupils you instruct. And if I could only succeed in saying anything to inspire your zeal, or to prompt you to cherish nobler and juster conceptions of the great work of training and furnishing immortal beings for the duties and emergencies of life, I would thus be reaching beyond you to the vast army of youthful minds whom it is your privilege to lead to the inexhaustible fountain of knowledge. But, believing that because you are Teachers, you are not the less men and women, with hearts that respond to all that concerns humanity, I purpose leaving professional themes for those of ampler experience than mine, to occupy your attention with a few observations on some of "the Tendencies of the Times in which we live," in order that, from the study of this subject, we may derive some practical lessons for the better direction of our own lives. While it is our privilege to study the lessons of history,—to learn from the success and failure of those who have gone before us,—and to gather inspiration to action from the contemplation of the future, it is especially our duty to take careful note of the present.—to endeavour rightly to understand the circumstances, favourable and unfavourable, which surround us on this great battle-field, where we must either win the wreaths of an imperishable fame, or suffer irretrievable defeat. As the Mariner, who steers his venturous Barque across the Ocean, makes himself thoroughly acquainted, not only with the reefs and shoals that lie along his way, but also with the prevailing winds and currents, so it is our duty to study those tides and currents of human life,—those forces that operate in society, helping, or hindering men, as they steer on to the goal of life.

*The True Spirit in which we should Work.*

We should not do our work blindly and mechanically, following rules the reasonableness, or truth, of which we have never seen, but with an intelligent appreciation of the difficulties to be overcome, and the best methods and agencies by which success may be gained. The times in which we live are difficult either to comprehend or describe. So complex, so contradictory, so rich in good and evil. So bright with hope, and so dark with discouragement, that they exceed comprehension, and transcend description.

*The "Golden Age," or the "Good Old Times."*

One class of persons regard the present as the world's golden age, and render a homage, little short of worship, to the progress of the Nineteenth Century. Another class wail out their sorrowful lament, because of the degeneracy of the times. They

look back with regret on conditions of society, that are rapidly vanishing. They are fully persuaded, that in almost every respect, the tendency of things is downward. They do not realize that there is more change in the eyes that look at things, than in the things themselves. Both classes are mistaken, although neither are altogether wrong. The present condition of the world is the product and outgrowth of a great variety of causes that have operated in the past. A vast number of streams, rising in very different regions, have united to form the great river of modern life, on whose current we are all borne along. Among the legacies we inherit from the past are things of very different value. Some things that are fitly represented by "gold, silver and precious stones," and some by "wood, hay, and stubble." The great conflict between truth and falsehood, right and wrong, that has jarred along the ages, and finds a recognition in all the Religious Systems of the world, is still surging around us, and we are actors in the fateful strife. Yet, despite the croakings of those who sing their ceaseless dirges over the departure of "the good old times," I believe the world moves, moves onward, upward, heavenward; slowly, but surely nearer, to that time of which Prophets have spoken and Poets sung, where Righteousness and Truth shall gloriously triumph over the wrongs and falsehood, that have so long bewildered and oppressed humanity. Those who live in the memories of the past, rather than in the throbbing energy of the present, tells us that there is far less simplicity and candour of character, —less restfulness and trust,—and less reverence to superiors now, than in former times. All this may be true, and yet be no just cause of complaint against the times. Every condition of society has its advantages. The very worst has some redeeming features peculiar to it. But it is absurd and unreasonable to expect to retain certain advantages, when the conditions of life in which they had their existence have passed away. You cannot have the Ermine Robe of Winter and the fruitful Green of Summer at the same time. You cannot have the grand old Forest, with its leafy canopies, and the waving fields of the golden Grain together. So neither can we have the credulity of ignorance, with its mental sloth, and the searching scrutiny and activity of intelligence. We cannot have the crouching homage of the broken-spirited Slave and the manly independence of freedom. And it is as undesirable as it is impossible. The Swallow's Nest in the old house might be very picturesque; but it should not prevent us pulling down the old ruin, to build the new and commodious Home upon the old foundation. Feudalism and slavery developed many beautiful instances of fidelity on the part of the Serf to his Master; but we would not keep men in bondage for these. Ambition, extravagance, and artificial manners are not found in the primitive simplicity and society of pioneer life; but we would not forbid social progress on that account. The cultivated Farm and commodious Mansion are better than the Wigwam and the Forest. No state of life has so many charms and attractions as childhood; yet perpetual childhood would be an unspeakable calamity. So the world's manhood is better than its childhood. The stir and energy of modern intellectual life is better than the stolid credulity, which they have superseded. For we should not forget that "the good old times," so fondly cherished, were times of prevailing ignorance and gross superstition, —times of intolerant bigotry and inhuman persecution, times of unjust and oppressive tyranny, when the rights of manhood were denied. People speak of the past as they speak of the dead, mentioning only what is commendable; and throwing the mantle of kindly forgetfulness over the suffering, ignorance and injustice, that found a genial home in the bosom of "the good old times." With all its faults, the present age is the best age the world has ever seen. The present day is the brightest day that has ever shed its lustre upon our race. There never was so much light in the world as now. There never was so much liberality and charity. There never was so pervasive a sympathy with the various forms of human want and suffering; and never such noble and self-denying efforts to remove them as now. There never was as much liberty of thought and civil liberty; and human intelligence was never so constantly and successfully applied to the promotion of human well-being, physically, intellectually and

morally, as now. I freely grant that the picture is not without its dark shades, which may discourage and perplex. It has been fitly said, "It is dark with threatening, and bright with promise. It is like the Autumn morning, that breaks amid wild and lurid clouds; yet, through these lowering clouds, there darts, at times, such glorious beams from the invisible sun, that we are held in palpitating suspense, uncertain whether the day will issue in storm and terror; or whether, after a few fitful blasts, the gloom will roll away from the heavens, leaving the sky more pure than ever, and the landscape beneath it bright and peaceful." For my own part, I believe that it is only the morning of the world's day. The sun of liberty and righteousness shall rise higher and higher, quickening the barrenness of earth into life and fruitfulness, before the harvest time comes, when the Angel reapers shall garner the fruits of earth in the garners of Heaven. Let us briefly glance at a few of the tendencies of the times in which we live.

### *The Present Educational Tendencies of the Times.*

*First.*—The present day is distinguished by a general diffusion of intelligence, which has awakened a spirit of intense enquiry in every department of knowledge. The Schoolmaster and the Missionary are abroad. The Press is scattering the thick fogs of ignorance,—reflecting the light of heaven upon the darkest spheres of human existence. With this diffusion of light has come a quickening and intensifying of intellectual life. The slumber of centuries is broken. Researches after truth are prosecuted with untiring zeal; and yet speculation far outstrips research. Not only does the world visibly move, but it moves with greater rapidity than ever before. Events which used to occupy a century are crowded into a year. "Revolutions and Wars hardly cast their shadows before them, till they are upon us; reminding us of those sudden squalls at sea, which the Mariner just discerns darkening in the distance, and then, before he can reef his Sails, they are lashing into fury the Waves on which his Vessel is gliding." Though it may not be free from its attendant evils, I hail this diffusion of knowledge, and the spirit of enquiry which it evokes, as one of the mighty forces that are lifting the world up to a higher plane of existence. Far better the questionings of doubt, than the unthinking credulity of superstition. Enquiry and examination must always precede intelligent belief. The highest faith is born of doubt. The calmest rest succeeds the toilful struggle. Yet this condition of things has its shadows. It creates a tendency to superficiality. There is a wider diffusion of knowledge; but little thorough mastery of subjects. We dip into a great many subjects; but not very deeply into any. "These shallow draughts intoxicate the brain." Not that I would approve of the course of the Professor, who spent his whole life studying Greek nouns, and said, when he was dying, "I meant well, but I undertook too much. I see now I should have confined myself to the Dative Case." As one of the shadows which bear witness to the existence of the light, we have a great deal of affectation of intelligence and independence. Few things are more contemptible than the shallow pretensions of concerted ignorance, treating opinions and arguments, which it never had the brains to comprehend, with scornful disdain as old fogy notions that it has examined and cast away as unworthy of their regard. You all remember the fable of the Crow, that when it saw an Eagle swooping down and carrying away a Lamb, made a similar effort to carry off a large Ram, and got entangled in the wool, and was caught for his pains. Well, there is in our day a great deal of affectation of independence and intelligence, and contempt for old things because they are old. "Fools rush in where Angels fear to tread." Where the sum of our knowledge is small, the circle that bounds it and separates it from the unknown seems also small. But as the circle of our knowledge widens, the visible circle of the unknown and undiscovered that lies outside of what we know becomes proportionably enlarged, "Hills peep o'er hills, and Alps on Alps arise."

*Increase of Devotion to the Study of Physical Science.*

*Second.*—This nineteenth century has been characterized by an intense devotion to the study of Physical Science, which has been crowned by results so brilliant that they stand out as waymarks in the history of human progress. This application to the study of the material world has been rewarded by many valuable discoveries that have lightened labour, and promoted the safety and happiness of life. Yet, it cannot be denied, that because many of the discoveries of Physical Science are capable of being applied to acquire wealth, and for other causes, in many instances the importance of this class of Studies has been unduly magnified, and Mental and Moral Science disparaged as misty speculations, from which no practical result can be expected. By many, the material is regarded as the real; the intellectual and spiritual as the unreal. Now, I would not in any degree depreciate the importance of the study of Physical Science. Every department of this vast universe of God is worthy of our profound and intelligent regard. In Geology, we trace the records of past history, of vanished life. Chemistry takes us into the Laboratory of the Creator, and reveals to us the workings of those mysterious forces that are the life of nature. Astronomy unveils the mystic influences that control the vast systems of worlds which people the immensity of space around us. They all enlist our profound interest, because they unveil the hidings of a power and wisdom before which the most imperial human intellect is baffled and amazed. I agree with Dickens, that the discoveries of Science and the inventions of Mechanical Genius have no necessary tendency to make us less spiritual and devout. Because we are swept along so rapidly by the power of Steam, or because we can flash our thoughts to our distant friends by the Electric Telegraph, we need not have the less sympathy for human suffering, or less faith in the things that are unseen and eternal. I have no sympathy with those who look with distrust upon the revelations of Science. But, just as Vessels at Sea run up colours which they have no right to unfurl, there is a great deal that sails under the banners of Science, which cannot be allowed to pass unchallenged. A brief allusion to some of these may not be useless. It is unwarrantable to adopt direct palpable utility as the standard by which to estimate the value of scientific enquiry. The adoption of such a standard degrades the grandest creations of Poetry, and the rarest productions of Art; and places Arkwright and Stephenson far above Bacon and Milton. There is a strong tendency in men who occupy all their time and thoughts with any one branch of knowledge, to become blind to the claims of other subjects of equal interest, and thus they destroy the harmony of truth. There are many illustrations of this among scientific men. Men of high scientific reputation, who have become so absorbed in Physics that they cease to recognize the radical distinction between inert matter and intelligent, independent mind; and maintain that the same law of necessity by which matter obeys the forces that act upon it, equally controls the operations of the mind. It is neither philosophical, nor right, to speak of the discoveries of Physical Science as if in some way they had cast light upon the problems of the world of mind, and superseded the higher law of conscience and the testimony of consciousness. And it is a still greater confusion of thought and language to speak, as many Scientific Teachers do, of the uniformity with which the forces of Physical Nature operate, as "laws" which we can either obey or disobey, and possessing penalties and obligations for men. If a man climbing a ladder misses his foot and falls, and breaks his leg, they say he has broken a law of nature, and received the penalty. I say he has lost his balance, and obeyed the law of gravitation, and broken nothing but his leg. I object to all teaching, however pretentious, that assumes that the study of the world without is of greater value and interest than that of the world within us. That the material world alone is entitled to be called "nature;" and the knowledge of its properties alone to be called "Science," as if mind was not the greatest province of nature, and as if the knowledge of its powers and modes of operations was not the most profound Science. Is the

testimony of the Rocks, or the Plants, or even the human Body itself, more important than that of the regal mind, so richly endowed? Can the inferior things of creation contain richer truths than the very highest forms of created intelligence? We should never forget that it is because the material world reveals the thoughts of an intelligent mind, that its study demands such profound regard. If we reject the idea of a governing intelligence, creating, controlling and arranging the various forces of the material universe, they are bereft of their significance. If they exist for no purpose, if they are the visible expression of no thought, if they are directed by blind chance, or necessity, the spell of their attraction is forever broken. It is an instructive fact that although many objects around us are far more enduring than human life, yet the grandest objects in the natural world are invested with an interest vastly greater than they would otherwise claim when they are associated with mental achievements, or facts in the history of human life. "Tourists cross the world to visit Sinai, because there Moses stood, and talked face to face with God. Carmel's flowery slope is sung, because it was trodden by the feet of Elijah. What were the Alps with all their grandeur, but for the names of Hannibal and Napoleon? The Lochs and Friths of Scotland were immortalized by Scott, and, therefore, the world goes to gaze upon them. Melrose Abbey is seen by moonlight, in the glamour of his Poetry; and the mist about Ben Lomond is the fairy-woven vail of Scott's coronet." Even the Ocean appears invested with a loftier grandeur, when we think of it with Byron, "as a glorious mirror, where the Almighty's form glasses itself in the tempest." All proclaiming the same truth, that mind is grander than matter.

*The Extension and Growth of Popular Freedom.*

*Third.*—One of the most remarkable and significant tendencies of the times, is the tendency of power toward the masses of the people. The political currents are unmistakably in the direction of democracy. Manhood is slowly, but surely, turning the scale against canonized prejudices and long enthroned oligarchies. Power is seeking its centre of gravity a great deal nearer the base of society than formerly, The late Reform Act of England only indicates the drift of the times. Whatever our politics,—whether we think it good or evil,—the fact cannot be questioned, that power is steadily descending to the masses. This fact is profoundly significant. If power is given to those who have not the intelligence to use it wisely, the result has always been disastrous. The very idea that the most ignorant and vicious classes may shortly be holding the balance of political power in our Country, is truly alarming. It reminds us that we must educate the people, or else submit to let ignorance seize the helm of the Ship of State, and steer her on the reefs of destruction. It was a suggestive fact, that immediately after the passing of the English Reform Act, an important Educational Measure is introduced, designed to afford the advantages of education to all classes of society not reached by previous agencies. I advert to this tendency, to call your attention to our obligation to educate the rising generation, intellectually and morally, if we would save our Country from the evils of political degeneracy and corruption. As thistles on our neighbour's Farm may shed their baneful seed on our soil, the ignorance and vice around us may, if unremoved, prove their ruin and blight of those in whom we are most deeply interested.

*The "Woman's Rights" Question, viewed Educationally.*

*Fourth.*—The tendency to recognize the rights and elevate the condition of Woman, is one of these signs of an advancing civilization, that I hail with great satisfaction. I must confess that there is a good deal said in some quarters just now on this subject, with which I do not fully sympathize. But I freely confess that in many particulars the laws have treated her exceptionably; and social customs and prejudices have been

equally unjust and severe. Neither law, nor public sentiment, should debar her from any sphere of remunerative labour, or usefulness, which she may desire to occupy. She should be the best judge in every case, as to whether she should engage in any special work. I am always doubtful of that class of "friends" who think they know better what is good for you than you do yourself; and will oppose your attainment of some object because, in their wisdom, they think you are better without it. I especially think it is time that the distinctions in the provisions for the education for Boys and Girls should come to an end. There is no justice in endowing Colleges and making ample grants for Boys' Schools, and leaving Girls to grow up without any provision for continuing the education begun in the Common School. I confess, however, I see no advantage likely to accrue from Wives and Mothers coming to the Polls and taking part in the strife of political elections. Single women who hold property in their own right should not be denied the privilege of voting, if they so desire. But there is no inferiority implied, when we maintain that Woman is evidently designed to fill a different sphere of usefulness from man. Difference does not imply inferiority I hold that, in many respects, she is vastly our superior. And if I would, in any degree, appear to exclude her from any employment to which men have access, it is not because I would deny her any privilege, or right, but because I would, as far as possible, shield her from everything that would tend to make her more like the opposite sex, or in any degree rob her of that indefinable delicacy, tenderness, and gentleness that are the charm and glory of womanhood. In one thing we will all agree. If the new reformation should, by opening up new spheres of labour, deprive us of her gentle ministries in sickness and suffering, it will be a great loss to the world; and it will not be easy to find any one to take her place.

### *Growth of Benevolent and Philanthropic Enterprise.*

*Fifth.*—One of the most marked features of the times is the extent to which all philanthropic efforts are carried by the agency of organized Associations. Nothing can be accomplished now without forming a society, with President, Secretary, Treasurer, and Committee of Management. Well, this popular method has its advantages It organizes available resources. It enlists the feeble and indifferent, who, if left to themselves, would do nothing. It lays hold of the social element in our nature, and utilizes it by yoking it to some work of practical benevolence. And it gratifies a certain class of small persons with office and position, that probably could not be made to feel the force of any higher motives. And yet, this system has its advantages. It frequently causes delay; and the evil is allowed to remain uncorrected, as if nothing could be done till a sufficient number is enlisted to form an Association. Then, although these Associations may organize and utilize power, and even, in some instances, increase it, they do not create power. You may have a well organized Association on paper, that looks very imposing; but if there is not interest, or zeal, to work its machinery, it is just like a very large mill on a very small stream; there is not force enough to run it. But the worst thing about this system of working is that it tends to destroy individuality. There can be no real greatness of character without independence and individuality. And if we would have men to lead us onward and upward in knowledge and true progress, we must have less aping and imitation of those who have attained distinction, and more honest daring to be ourselves, and to do the work we have to do in our own way. There is a paralyzing slavery to popular opinion widely prevalent. The majority of people are a great deal more anxious to know what is popular in "good society," than what is right and true. All the great movements that have lifted humanity up to a higher place, have been inaugurated by the zeal and energy of individuals; and all the great minds who have indicated their right to be held in everlasting remembrance, and stamped their influence on the history of the world's progressive life, have been distinguished by a brave independence, which developed strongly marked individuality of character. If the

society aims at achieving any worthy work, join it and co-operate with it by all means. But don't wait for others before you attempt to do anything. "Whatsoever they hand findeth to do, do it with thy might." An earnest soul soon reproduces its convictions in others. And remember that the highest attainable force of character is won, not by slavish conformity to popular prejudices, or imitation of great men,—but by bravely and independently acting out in our own way our convictions of what is right and true.

*Evils of Hero and Idol and Mammon Worship.*

*Sixth.*—Among those features of the times, that can only be mentioned to be condemned, is the disposition to worship any form of power, without regard for the spirit in which it is wielded. There is an extensive proneness to idolatry of mere intellect, or genius. Let it be a Poet gifted with original genius,—a Musician of witching melody,—an Artist of exquisite skill,—an Engineer of marvellous ingenuity,—or a Writer of fertile genius, and multitudes are ready to render a homage and applause, little short of idolatry, without regard for the motives that govern the life. And not only so, but if a man wins distinction in any one department of Science, there is a strange disposition to set him up as an Oracle, and regard his utterances on other matters, of which he may be profoundly ignorant, as unquestionable and decisive. What is splendour of talent without purity of purpose, or nobleness of character? Great genius cannot make wrong right, nor free its possessor from the obligations of the Divine laws. On the contrary, the more numerous the talents bestowed, the greater the obligations of the receiver. He that possess rare endowments of intellect and ample stores of knowledge, qualifying him to be a Leader and Teacher of men, has certainly weightier obligations to obey the laws of purity and rectitude than the ungifted and ignorant. And if such an one be false to his high trust, his rare gifts will not lighten, but deepen his condemnation. This homage and idolatry, bestowed on mere intellect without regard to the use made of it, corrupts and bewilders alike those who render it, and those who receive it. If "he builds too low who builds beneath the skies," he is false to the dignity of his nature who renders to talent what is due to goodness alone. Closely allied to this idolatry of intellect, and springing from the same root, is the prevailing idolatry of wealth, and the respect rendered to those who possess it. Wealth represents generally success, and men idolize success. It represents power, and men worship it as a form of power. This tendency is as widespread as it is pernicious. The intense desire for wealth is the fruitful source of many of the evils which afflict society. It may well be called "the root of all evil." It inspires a large portion of the falsehood and dishonesty that prevail among men. It petrifies the heart against the appeals of want and suffering; and bribes the conscience to forget the claims of charity and brotherhood. It is as inimical to the culture of the intellect, as it is to the improvement of the heart; and it perverts powers which if rightly exercised might have lifted us near to heaven, into instruments of mere sordid, selfish acquisition. It gilds over the most glaring faults of character, and the most reprehensible courses of conduct. It has inspired that wild spirit of speculation, that has given birth to the enormous dishonesties of many corporate bodies, and the fraudulent measures adopted in companies of men who would individually recoil from such expedients. And it erects a false standard of worth and respectability in every community; and makes poverty a greater fault than crime. That wealth is a potent means of usefulness, an instrument of civilization and comfort all must admit. But to make it the great object of life is to bind down the eagle powers of the soul to an object unworthy of our high birthright, as heirs of immortality. Assuredly there are grander objects of ambition than wealth. The men of imperishable fame, as benefactors of humanity, are not the millionaires; but men "who knew no standard of superior worth, but wisdom, truth, and nobleness of soul." There are many other features of the period in which we live, that would repay our thoughtful study; but time will not permit us to discuss them at present.

*Lessons of Instruction and Warning.—Teachers for the Times.*

But even in this rapid glance we have seen enough to convince us that these are times, in which it is at once a glorious privilege and a profound responsiiblity to live. A good deal is said about "men for the times;" and there can be no doubt it is the world's great want. It is very natural that we should see more clearly and feel more deeply the demands of our own day than of other times. Yet there never was a time in which good men and true were not wanted. They were needed in Noah's day, when all flesh had corrupted its way. They were needed in Elijah's day, when in the universal idolatry he imagined that he alone remained a witness for the truth. They were needed in Daniel's day, when himself and his brave Hebrew brethren stood alone in resisting the popular follies. They were needed in many a dark hour of the past, when men were compelled to choose either death, or disloyalty to conscience. No doubt Queen Elizabeth thought that good and brave men were wanted in her day, when the invincible Armada attempted to crush her island Kingdom. And yet, there are special qualifications necessary to fit men for usefulness in these times. Men that fulfilled their mission and did their work faithfully and well, in their own day, would scarcely be *en rapport* with these times. See how the art of war has changed! We have rifled Cannon, and Chassepots, and Enfield Rifles, and Ironclads, against which the weapons of last century would be utterly unavailing. And so in our social, political, religious and educational work, we want men who are familiar with the advanced methods of moral and intellectual warfare. Yes, we want "men for the times." We want them in the Pulpit,—men of keen intelligence, broad charity, manly independence, and fervent piety. We want them in our political and judicial offices,—men of incorruptible integrity, of broad unsectional views, and unselfish love for their Country. And we need, not less than any of these, Teachers for the times. It will be readily admitted that it is not every kind of Teacher that is equal to the requirements of these times; especially in this Country, where we are now laying the foundations of nationhood, and stamping in a high degree the influence of our own character upon the future of our Country. It is a truly grand thing to live in such times; to have such opportunities of improvement and usefulness as we possess. They might almost excite the envy of Angels. It is said that, once in a great naval engagement, as Collingwood brought his Ship into action in splendid style, before the rest of the Fleet could fall in, he exclaimed "What would Nelson give to be here?" And we might imagine that even a Paul, a Luther, or a Milton, would be willing to quit their tranquil abodes to renew again the glorious warfare in which they acquitted themselves with a bravery that won them immortal renown. To you Teachers it is given to play some part on this great theatre of action, where deathless destiny is at stake. It is your rare privilege to sow the seeds of knowledge in the rich soil of youthful minds. Be thankful; it is an exalted privilege to be permitted to stamp ineffaceable impressions on such enduring monuments; or in any degree influence the destiny of immortal natures. Be patient; although your labours may seem fruitless and lost, "in due season you shall reap if you faint not." Be cautious and discriminating. There are many subtle and plausible speculations afloat, which conceal some fatal falsehood, which if once received, will cast you adrift upon the sea of uncertainty, where no harbour of safety can be found. Be true to what is right, in all circumstances. Your life and spirit will be sure to reappear in the lives of those whom you instruct. Be steadfast and true; although the battle be severe, and the issue at times seems doubtful, if true to yourself the victory is sure.

"Fear not, though your foes be strong and tried,
And threatening shadows fall;
The Angels of heaven are on thy side.
And God is over all."

A cordial vote of thanks was passed to the reverend Gentleman for having delivered such an interesting Lecture.

### Proceedings of the Convention.

*"What Subjects should be Taught in our Common Schools."*

Mr. Miller, of Goderich, introduced the discussion by saying that he thought they should take Reading first, then Writing, and lastly Arithmetic. He then thought that they should take Music. It was true that every Teacher was not compelled to impart musical instruction, but he thought that they would be consulting their own interests if they made use of Music to relieve the tedium of their daily toil. He thought, however, that they should spend the greater portion of their time in teaching the elementary branches. In fact they could not devote too much time to those subjects. He believed if they gave more time than they did to these subjects and less to Algebra, Geometry, etcetera, they would have far better-educated men and women throughout the Country than they now had. After Music he would take up Grammar, but before putting the Book into Pupils' hands would give them a good idea of what they were about to study. In Grammar he would, of course, include Spelling and the definition of Words. After Grammar he would teach Physiology, then Geography, and next History; but he did not approve of going too deep into the latter study in our Common Schools. Both in History and Geography he would commence with the Township in which the School was situated and gradually extend outwards. He would then take up the higher studies, such as Astronomy, Algebra and Natural Philosophy. Lastly, he would be in favour of teaching Military Drill; but he did not consider, although he put it last, that this was the least important subject taught in Common Schools. A good knowledge of Military Drill was of the utmost importance. We were peculiarly situated, and it was very necessary that every man should have a knowledge of military tactics. Mr. J. Cameron was in favour of giving a good deal of prominence to Algebra, Mensuration and Geometry. In Schools it was generally the plan to teach Arithmetic by rule and not by reason; but if Algebra was well taught, it assisted in conveying a rational idea of Arithmetic. Mr. Scarlatt thought that primary subjects could be easier taught orally than by means of Books in the Common Schools. The Speaker did not agree with Mr. Miller on the subject of imparting a knowledge of Military Drill to young children. Mr. Stratton, of Peterborough, thought that Reading, Writing and Arithmetic, were the ground work of a good English education. The first was the means by which we gained most of our information. He was also in favour of teaching orally, in preference to teaching from Text Books. The other subjects should, he thought, be taken up simultaneously, not for the purpose of crowding too much on the minds of Pupils, but in order to render their studies agreeable to them by giving them variety. Mensuration and Arithmetic were so closely connected that the Speaker thought that a small portion of each work on the latter subject should be allotted to Mensuration. In regard to Drill, he thought that every man should be prepared to fight for his religious and secular liberties; but he admitted that too much of a military spirit should not be inculcated, as it might tend to subvert the principles of Christianity.

*What Means can be Adopted to Induce Pupils to Pursue a Proper Course of Reading After Leaving School?*

Mr. Wm. Watson, of Weston, referred to the great importance of the question. There were two means of acquiring power, either by wealth, or by knowledge, and it was very desirable that no means should be left untried which would be likely to aid in promoting the growth of power by knowledge. He did not think that, in order to secure accuracy, it was necessary to confine teaching to one, or two, subjects only. Mr. Landon, of Blenheim, thought that the present School System was not calculated to lead to the results desired. A change was required in the mode of teaching. Mr. Chesnut was of opinion that home influence was the chief thing to be considered. In

all their discussions and work they should not lose sight of this great influence. Mr. D. A. Tomkin also coincided with this view. Mr. Moran, from Waterloo, thought the best solution of the question would be found in the establishment of a School newspaper. There was great need for this step, which would supply a want now felt. It would in some measure supplant the Dime Novels and other loose literature which was now so plentiful. Mr. McMurchy said it might be of a similar description to the *British Workman*, or *Child's Companion*, but published weekly, and be distributed to the Pupils of Common Schools in the same way in which the Sabbath School periodicals were distributed. He could not see any reason why a publication of this character should not have equal success. The suggestion was one which might tend to supply a want now generally felt. Mr. John Cameron was of opinion that Object Lessons were among the best means of inducing the Pupils to think for themselves. Mr. Campbell believed that one great argument in favour of the establishment of a School Paper was the fact that it would tend to displace from its present position the mischievous literature of the present day.

Mr. King moved, That the President appoint a Committee to consider the feasibility of establishing a Paper suitable to the requirements of the Pupils of our Common Schools.

*A Paper Suitable for Pupils.*

Mr. Landon did not think that the Resolution went far enough. But apart from the proposal to start another Paper, there was another consideration. In regard to the *Journal of Education* he suggested that an attempt should be made to induce the Managers of the present Journal so to amend its policy as to fill the field now vacant. He suggested that this idea should be incorporated in the Resolution. Mr. King said his idea was that the proposed Journal should be one for children only. It would occupy a different position from that filled by the *Journal of Education*. Mr. Scarlett thought that the non-eligibility of the *Journal of Education* was owing to the Teachers not sending articles to it. There was no doubt that they would be inserted if sent. The motion was then carried. The Chairman announced that the names of the following Gentlemen as Members of the Committee to carry out the Resolution passed at the morning sitting respecting the establishment of a School Paper:—The President, Messieurs King, Hodgson, McMurchy, Scarlett, Alexander, Chesnut, Moran and Langdon. The Committee who were appointed to bring up a Report embodying the views of the Association on the question discussed at the morning meeting, presented the result of their labours. Mr. Miller, of Goderich, read the Report as follows:—*Resolved*, That, in the opinion of this Convention, the best means to be adopted to induce Pupils to pursue a proper Course of Study after leaving School, are 1st. That the Teacher at all times conduct the work of the School in such a way as to make the attendance of the Pupils a pleasure, instead of a task; to ground the Pupil thoroughly in every subject taught; and, by all means, to avoid the examining system, so much in vogue, and thus, by creating an interest in the work in which the Pupil is engaged, offer inducements to prolong the Course of Study, so that the rich mines of Literature may be opened up, and when once explored, create a greater stimulus to increase his store of knowledge. 2nd. That Teachers make it a part of their duty to inculcate, at all times, the many and valuable advantages arising from the possession of a well-read and cultivated mind. 3rd. That the practice of spending one afternoon of the week in reading selections from whatever source chosen by Pupils, and criticizing thereon, as also the very frequent exercising of the Pupils by preparing original Compositions on the subject of study, be highly recommended. Also that a Chart embracing the various departments of knowledge, with divisions and sub-divisions, systematically arranged, and with a list of Text Books thereon attached, be prepared and suspended in our School Rooms, and used in connection with Lectures, or conversation with the

Pupils on the afternoons devoted to this purpose. Your Committee would close the Report by stating that well-conducted Mechanics' Institutes, Literary Associations, Young Men's Christian Associations, and the very excellent Libraries supplied by the Education Department are of so much benefit that their importance and value cannot be very readily estimated. The Report was adopted after a short discussion.

*Report on the Various Common School Topics Presented to this Convention.*

The following Report was submitted by the Committee of Common School Masters appointed to consider this subject:—They beg leave to report:—1st. That the thanks of the Profession and of this Association are due to the Chief Superintendent of Education for his efforts at framing the proposed amendments to the Common School Acts of Ontario, and for pressing the same upon the attention of the people and Legislature of Ontario, containing, as they did, features, which, if adopted, would improve and render more effective the Schools of the Provinces. And further, that this Association respectfully request the Chief Superintendent to urge upon the Legislature the necessity and importance of the proposed amendments. 2nd. Your Committee would recommend that the Association respectfully direct the attention of the Chief Superintendent of Education to the Amendments proposed by the Board of Directors of this Association in January, 1869. 3rd. That, in the event of the principle of Compulsory Education being adopted by the Legislature, your Committee deem that the establishment of Industrial Schools will be absolutely necessary, to receive Vagrant children and incorrigibles.* 4th. Your Committee regret that the Clergymen of the Province do not avail themselves of the provisions of the School Law in the matter of the Religious Training of the Pupils of our Schools. 5th. We would urge upon the Profession the duty of cultivating a high feeling of Professional etiquette towards each other. Mr. Alexander, a Member of the Committee, in introducing the Report, referred to the evil resulting from a lowness of professional training. He thought, as one means of its improvement, that some means should be adopted to mark as novices new Teachers, and this mark should be continued for the space of three years. Many of the best Scholars in the Schools went before the County Board and obtained Certificates, mainly from a spirit of fun and novelty; but many of them afterwards, on there arising a vacancy in the neighbourhood, were prompted by their friends to fill the situation, and by this means a person was appointed to the office of Teacher who had never an intention of fulfilling these duties at the time of obtaining his Certificate. He also thought that no Teacher should be eligible for the Office of Inspector unless he has had five years professional training. Some amendment was also required in the position of the Teacher, and public attention ought to be called to the fact. *The Globe* had some few weeks since, published a leader with this view, and no doubt good results would be shown in consequence. The position of the Teachers in this Country was, in the matter of salary, twenty-five per cent. worse than it was in England. Three clauses of the Report having been passed, on the 4th clause, Mr. Johnson, of Cobourg, explained that the object of the Resolution was to call the attention of Clergymen to their duties. The clause was also put forward as a reply to the charge sometimes made by Ministers against the Schools as being godless, and against the Teachers as being godless men. They wished to declare publicly their willingness to see Ministers enter the Schools and give Scholars an opportunity of gaining spiritual knowledge. There could be no doubt that very few Ministers fulfilled their duty in this respcet. A Member considered the clause of too sweeping a character. He knew Ministers who fulfilled their duties in this respect, and no doubt there were many in the Province that did so with whom he was not acquainted. He would, therefore, propose as an amendment that the word "many" should be inserted in the motion, thus removing the objection

* For the Chapter on this subject see page 264 of the XXth Volume of this History, as also a Chapter on Industrial Schools further on in this Volume

of its too sweeping character. Mr. Chesnut thought that keeping the children after School hours to receive Religious Instruction would be likely to have bad results by creating feeling of distaste to Religion. The Chairman said the Law was, that the time for Religious Instruction should be after the regular School hours. He would suggest that the word "majority" should be used in place of many." This alteration was adopted, and the amendment was then carried. The clause, as amended, was agreed to. Clause 5 was struck out after a short discussion. The Report, as amended, was then proposed. The Committee's Report was then adopted.

*The Teaching of English in Public Schools.*

The consideration of the question, "The Study of English in our Public Schools," was then taken up. Mr. Seath, of Oshawa, in introducing the question, said that the Reports of the Grammar School Inspectors, particularly those of Professor Young and the Reverend J. D. Mackenzie, showed clearly that a complete change was necessary in the mode of carrying out the Programme of Study prescribed for our Public Schools. Mr. Seath generally condemned the excessive attention paid to the study of the Classics, and made some suggestions as to the manner in which the study of English could be improved. Mr. Scarlett, Northumberland, coincided with the views of Mr. Scott, considering that sufficient attention was not paid to the study of English. Mr. Young, of Strathroy, referred to the want of good English being shown by all classes of Persons in the Country. He had heard Members of Parliament make gross mistakes, and even Clergymen were not entirely free from error. The great problem was how to teach English well, while so much time was also devoted to the Classics and other special educational departments. It was found that Professors were not able to give sufficient time to English subjects when there were so many other calls on their time. The question was one of great importance, for they could not think of going on much longer under the present system. Mr. Hodgson thought that a Boy could be made to understand a sentence as soon as he could parse it. It was very unwise for Pupils to waste two or three years just to gain a slight knowledge of Classics, while the same time spent in perfecting the study of English would render the Pupil a thorough master of the English language. The teaching of English thoroughly was a *desideratum* in all their Public Schools. Every Boy in his School had a chance of doing something in Grammar each week, for he was a thorough believer in "old Lennie." He required a Boy to learn the substance of the rules of Grammar, but he did not press the recollection of the very words in which they were printed in the Text Books. After a few remarks from Mr. Spotton and others, Mr. Chesnut referred in deprecatory language to the Grammar Book authorized by the Council of Pubic Instruction, and now used in the Schools. It was morally impossible to teach English with such a Book as this in use. Mr. Stratton moved that a Committee be appointed to represent to the Council of Public Instruction the importance and necessity of withdrawing the sanction they have given to the English Grammar, now authorized as a Text Book in our Schools, and as soon as possible to provide a Text Book in its place suitable for the requirements of Canadian Schools. After some discussion, the following Resolution was proposed by Mr. Brown:—"That although this Association deprecates the too frequent changes in Canadian Text Books, yet, because of the expressed dissatisfaction of Teachers with the English Grammar now authorized, resolves that a Committee be appointed to confer with the Council of Public Instruction on the necessity for a change of the Text Books named in this Resolution. Mr. McCausland, after a few remarks, moved the following as an amendment:—"That a standing Committee, consisting five Members, three of which to form a quorum, shall be appointed, whose duties it shall be to report annually to this Association upon all matters respecting the School Books used in the Common Schools of Ontario, and that the proposed Resolution be referred to said Committee." Mr. John Moran seconded the amendment. The first Resolution was then put. The

votes were equal, and the Chairman gave his casting vote in favour of the motion, which was carried. The second Motion was then put and carried.

*The Advantages of Teachers' Institutes.*

Mr. Miller, of Goderich, introduced the next question for discussion, "Teachers' Institutes." Teachers' Institutes were assemblies of Teachers convened for the purpose of receiving and imparting instruction in the art of teaching, being, in fact, Normal Schools for the time being, although not conducted with so much system and preparation. The exercises should consist mainly of lessons, given by some experienced Teachers; of mutual instruction by the Members: of free discussions; and of Lectures delivered by Gentlemen who take an interest in the mental welfare of the community. The objects were to impart to the Teacher a knowledge of the philosophy of his profession. Every Teacher should be above Text Books; indeed, he should be the Text Book himself, so that when the Text Books provided were in fault, he should be able, by proper instruction, to set them right; and the principles as well as the minutiæ of every subject should be thoroughly discussed and understood. And a second object was to create and maintain a sympathy between the Teachers and People. It would, therefore, be the important duty of an Institute to demonstrate that the Teacher who attends is alive to the interests of his calling, and that he is mastering the theory of his Profession. The Teacher and Parent should meet together at these Meetings very frequently. The third object gained was that Teachers were brought into direct intercourse with one another, and are thus enabled to measure themselves intellectually and professionally. It would break down the barrier that too often exists among Teachers. They would gain intellectually also. Another very important feature not to be overlooked was the opportunity which Teachers' Institutes afford of introducing into the practice of the Profession such new improvements as were made in the Science and Art of Teaching. In this way, also, the talents of the various Teachers would be made public, and those who show themselves superior will thus be appointed to positions throughout the Country where their services are needed, and where they will accomplish the greatest good. The value of Teachers' Institutes arose from the fact that,—First, That they supply a system of training to those who cannot be reached by Instructors in Colleges and Normal Schools. It was essentially necessary to success that a Teacher be trained in some way. Meeting, as our Teachers did, for Examination, a few days spent in the art of applying their knowledge would better prepare them for the test required for qualification, while, at the same time, it would obviate a difficulty which now exists, that of memorizing for the occasion. They would have a tendency to introduce a system of training similar throughout the Country, and thus save much valuable time, and consequently much money, for time is money. The frequent change of Teachers in the Schools was one of the greatest evils in connection with our System. In this way much valuable time was lost, which was sustained by those least able to bear it. Teachers' Institutes would supply the want now existing of training our young Teachers, and the better preparing them for the arduous duties of the Profession. Institutes are carried on successfully in many of the States of the neighbouring Republic, and the results are very beneficial. Last year the large sum of $12,000 was expended in New York State, and we might well take a leaf from their Book, and thus benefit the youth of our Dominion. In reply to Mr. Johnson, Cobourg, Mr. Miller said he was certainly of opinion that the Government should provide the means to carry on these Institutes. Mr. Johnson thought that the Teachers' Association could supply the want which it was contemplated to provide by the proposed Institutes. Teachers did not attend these Associations nearly so much as they might do, and they could not expect the Government to provide Institutes, when at the same time, the existing means of communication and improvement were not availed of. Mr. Miller considered that, before a Teacher could obtain a Certificate, he should be required to attend one,

or two, Sessions of these Institutes. This was the chief thing which was required in order to obtain professional ability. Mr. Scarlett coincided with this view, but thought that, if the rule was adopted that no Certificate was legal unless the Teacher had attended a Session of the Teachers' Association, it would answer every purpose that could be gained by the proposed Institutes. The difference would be in name only, with the exception that the expense of the existing Associations would be much less than that attending the Institutes proposed. Mr. Hodgson thought that County Superintendents were able to turn out trained Teachers. He did not believe in the old fogy idea that with forty years' experience he could not turn out trained Teachers because they did not go through a certain mill. He wished to see no cast-iron rule adopted, and thought uniformity might be purchased at too great a cost. Mr. Stratton, of Peterborough, was ready to consider any Teacher trained, no matter from what Institution he obtained his training, if he was efficient in the discharge of his duties. He thought that the Summer Vacation in the rural Sections was too short. Teachers were not able to attend Institutions because the fortnight given for Vacation was hardly sufficient to enable them to visit their friends and enjoy some recreation. He proposed that four weeks of Holiday should be given in the Summer, of which it should be understood that one should be devoted to study at one of the various training Institutions. He also thought that the five days allowed the Teachers for visiting were greatly abused. Mr. McMurchy bore testimony to the fact that the majority of the Teachers in the district of Toronto used the five days for visiting in a most creditable manner. Mr. Watson, County Superintendent of York, and Mr. Stratton, were of opinion that there was no objection to grant the additional two weeks' Summer Holiday referred to. Mr. Chesnut thought that the Association, as at present meeting, carried little weight with it, and would not do so until it was incorporated. He deprecated useless discussions, and thought their attention should be mainly directed to endeavouring to obtain a better status for the Teachers. Mr. McMurchy replied to the remarks of Mr. Chesnut and contended that the Association was doing a great work, and its numbers and influence were constantly increasing. It had been the means of obtaining changes in the School Laws, and, through its Representations, many modifications had been introduced into the School System. The Association exercised considerable weight with the Council of Public Instruction; and, with regard to its incorporation, the subject had been discussed for years, and a Committee was now considering it. The right had been conceded to School Teachers in Scotland to a seat at the Education Board in Edinburgh, a Body of a similar character to our Council of Public Instrucion; but, owing to the instigation, he believed, of certain English Peers, that right had been now withdrawn. The Association was quietly working on, and they would soon be enabled to exercise that influence, and attain to that position, to which they were entitled.

The Reports of Delegates were then presented. The Reports generally showed that the County Teachers' Associations were in a most flourishing condition throughout Ontario. Messieurs Yeoman and Platt, of Prince Edward; Messieurs Strong and Harvey, of North Grey; Mr. Scarlett, of Northumberland; Mr. King, of Waterloo, Mr. Stratton, of Peterborough; and Mr. Watson, of Township of York, each addressed the Meeting, pointing out the great desirability of each School Teacher in the Province joining the Association of the County in which he was located. Mr. Chesnut asked that some of the Delegates should give the members of the Convention some idea of the proportion of Teachers in their several Counties who had already joined the Association. Mr. King said that in Waterloo, out of fifty Schools, there were thirty-five who had become Members. Mr. Harvey stated that in Prince Edward they had eighty Schools, and that fifty out of the number had joined their County Association. Mr. Scarlett, of Northumberland, said in that County, out of the one hundred and twenty Schools in it, they had eighty on the Books of the Association. Mr. Stratton, of Peterborough, said he could not show so large a proportion in his County, as many

of the other Delegates had done for theirs, as they had many difficulties to contend with,—bad roads and distance from outlying Districts being the principal ones; but out of eighty-one Schools, and a probable membership of fifty-six, they could be sure of thirty-three names. Mr. Watson, of the Township of York, said there were fifty Schools in the West Riding of York, and twenty-five Teachers had joined the Association of the Township. He had at one time endeavoured to make the Meetings of the Association moveable, so as to accommodate those who resided in distant parts of the Township, but he had come to the conclusion that it was best to have one fixed place of assembly, and Weston had been decided upon as being the most central point. Mr. Harvey, of Grey, said that there were fifty Schools in his County, and out of that number twenty-five Teachers had been enrolled on the list of the Association.

The following is a Report of Mr. Platt, of a local County Association:—

Our Prince Edward County Association was re-organized upwards of a year ago, and has held three semi-annual meetings of increasing interest. The last took place in July. Having the honour of being President, as well as County Superintendent of Schools, I forwarded to nearly every Teacher in the County a Programme of the subjects to be discussed at the Convention.

On the first day of Meeting I was agreeably surprised to see a full attendance from the opening. Many came long distances, and at considerable sacrifice. The first subject, "A Proper Pronounciation," was introduced in an excellent Essay, and earnestly discussed. "Vocal Music, and its Place in the Schools," occupied the time of the Convention during the remainder of the forenoon, and brought out some good ideas. In the afternoon, the attention of the Meeting was given to the following:—"How to Teach Modulation and Emphasis in Reading," "Reduction and Fractions," and "Grammar without Text Books." These practical questions were very thoroughly handled by the Persons appointed.

In the evening, a very interesting Public Meeting was held in the Town Hall, Picton, and was well attended. The exercises consisted of an "Essay on English History," a debate on the "Benefits of the Prize System," and an Address on the "Responsibilities of the Teacher," by Reverend N. A. Willoughby, M.A., and Music by the Picton Quartette Club.

On Friday forenoon the subjects taken up were, "A day's Work in the School for Teacher and Pupil," "How to Secure Proper Order," and "Claims of Physical Science as a Branch of Study." In the afternoon, "A Proper Course of Study," and "The Mutual Relations of Teacher, Master and Parents" were ably discussed. Indeed very great interest was manifested during the entire proceedings. Upwards of fifty Teachers were in attendance during the greater part of the time. Several Visitors were also present; among others, Wm. Anderson, M.P.P., who was elected an honorary Member of the Association, and who, in return for the compliment, expressed his thanks and stated his desire to do whatever he could to aid the Teacher in his noble work, and to advance the interests of Education generally.

During the transaction of general business, a Resolution was passed that a collection be taken up in each School in the County for the purpose of procuring a Magic Lantern to give evening exhibitions in the Schools during the approaching Fall and Winter.

### *Report of the Association Committee on Grammar Schools*

Mr. McMurchy, on behalf of the Grammar School Masters, reported that:—"The Committee would direct the attention of the Convention to a few points in connection with the Law affecting Grammar Schools. The great want of the Law is that it does not provide adequately for the support of the Grammar Schools. This weakness has been acknowledged by the School Authorities, and efforts have been made to remedy the defect. The remedy proposed by the Chief Superintendent is contained in the

Bills which were before the Legislature last year and the year before, videlicet:—That the people either elect all the Trustees (Bill of 1868-69), or elect part of them, (Bill of 1869-70). Your Committee would recommend that the following proviso be added to Section 2:—"Provided further, that from such elected Trustees a Committee shall be appointed by said Trustees, to constitute, with the appointed Members, a Body, whose duty it shall be to take due care for the proper management of the High School." Your Committee also would respectfully urge on the School Authorities the importance of including the results of the work done by any School in the Apportionment of the Government Grant." After some discussion upon the Report, it was decided to refer it again to the Committee in order that some points might be further reported upon. It was then moved by Mr. Chesnut, seconded by Mr. Stratton, "That the Committee to report on the work of Grammar Schools, be instructed to examine the Grammar School Law and report separately any and all the suggestions they may have to make on the subject." The Resolution was carried.

## CHAPTER XIV.

## PRIZE GIVING AT THE EXAMINATION OF SCHOOL TEACHERS, 1870.

The Boards of Public Instruction in the County of Lanark for the Examination of Persons as School Teachers has introduced a new feature at its Meeting for the Examination of Candidates for the Office of School Teachers, as detailed in the following Letter to the Chief Superintendent of Education:—

It will be, no doubt, gratifying to you who take a lively interest in the advancement of education to learn that the Boards of Public Instruction of the County of Lanark will give prizes to Candidates for Teacher's Certificates of First and Second Class, at their next examination of Teachers. There are four Boards in the County of Lanark. One of these, videlicet, the Board of Perth Circuit, at its last Meeting, in May last, passed a Resolution that,—"with the view of encouraging the practice of writing compositions, it was advisable to give prizes at the next examination of Teachers to the writers of the three of the best compositions. It was also deemed advisable to give prizes for general proficiency to three Candidates of each sex who shall have obtained the highest merit number of marks in the First and Second Class. The Perth Board invited the co-operation of the other Boards to petition conjointly, the County Council at its June session for money to purchase Books to be given in Prizes. The Council granted the sum of One hundred and forty-five dollars, ($145.00), which was distributed among the several Boards, proportionately to the number of Candidates who generally come before each Board for examination, as follows, to the Perth Board $50.00; to Carleton Place Board, $40.00; to Smith Falls Board, $35.00, and to Packenham Board, $20.00. The Council expressed a wish that the Boards would adopt an uniform system of Examination.

*Simultaneous and Uniform System of Examination adopted.*

To comply with the desire of the Council, Delegates from the several Boards of the County met at Smith Falls in July last, and resolved that the Examination of Teachers should be held by all the Boards on the same day; that all the questions for the Examinations should be the same. And, with the view of determining, in a more precise and uniform manner, the standing of each Candidate in the subjects examined,

they, (the Delegates,) adopted the system of marks in use by the Board of Perth. They framed rules for the distribution of Prizes. They made a list of subjects for Composition, so that Candidates might study them, and be prepared to write on any one of the subjects of this list, which may be chosen by ballot at the next Examination.

The Programme for the examination of Teachers requires Canadidates to be able "to write grammatically with correct spelling and punctuation, the substance of any passages which may be read, or any topics which may be suggested."

The Members of the Perth Board found but few Candidates who could express their ideas in writing. Many Candidates complained that they were called upon to write on subjects which they never had studied, nor on which they had bestowed a thought. To encourage Candidates to practice the writing of Compositions, and to obviate the complaints mentioned above, it occurred to the Board that it would be better to give to Candidates a list of subjects to study,—and on the day of Examination to choose by ballot one of the subjects of this list for Composition. It was expected that many if not all of the Candidates would study these subjects, and would be prepared to write on any one that will be chosen at the Examination. I am credibly informed that many intending Candidates are studying the subjects for Composition, and are writing Essays, so as to be prepared to write at the next Examination. The hope of gaining a Prize will no doubt stimulate many to study earnestly. The reputation of having gained a Prize will secure for the fortunate Candidates the best situations as Teachers.

*Highly Commendable Action of the Lanark County Council.*

When we consider the importance of having good Teachers, and when we consider how useful it is, and what an accomplishment it is for a person to express grammatically his, or her, ideas in writing, we cannot but highly appreciate the action of the Boards of the County of Lanark, their efforts speak well for their zeal for the advancement of education. And the readiness of the County Council of Lanark in granting Money for Prizes is certainly deserving of all praise, and well worthy of imitation.

The Council gave the grant as an experiment. It is to be hoped that the experiment will realize the expectations formed, and will justify the present Grant so that the Council may be induced to continue to make similar Grants in future. I believe this is the first instance of a Grant being made by a County Council to give prizes to Teachers and I think it worthy of honorable mention to the Chief Superintendent of Education. The action of the Council has met with the approval of all the friends of education. When it became known that Prizes were to be given to Teachers, for composition and general proficiency, at their Examination, all with whom I had conversation on this topic said it was a move and a step in the right direction.

*Conditions on which the Prizes will be Given to Teachers.*

Prizes for General Proficiency will be given to Teachers according to the following standard:—

To obtain First Class A prize, a Candidate must have at least above the total minimum of marks according to the accompanying Schedule —one-half of the difference of the total of the maximum and the minimum.

First Class B must have above the total of minimum, at least one-quarter of the difference between the maximum and minimum.

First Class C must have at least the minimum.

Prizes will be given in the Second Class to the three highest above total of minimums.

The following standards for composition and reading have been adopted for the use of Examiners.

| | |
|---|---|
| Knowledge of subject | 40 marks. |
| Grammatical construction and arrangement of sentences | 35 marks. |
| Punctuation and neatness | 25 marks. |
| | 100 maximum. |

For every word misspelt five marks are to be deducted. The maximum, 100; minimum, 70.

| | |
|---|---|
| Pronunciation | 25 marks. |
| Accentuation | 25 marks. |
| Punctuation | 25 marks. |
| Modulation of voice | 25 marks. |
| Total | 100 maximum |

Minimum, 70. One mark to be charged for each fault.

The total maximum of marks attainable according to the Schedule is 1,990. The total of minimum marks necessary to obtain First Class, 1,345. To obtain Prizes according to the above standard, Candidates must have at least the following number of marks:—

*For Males.*—Maximum, 1,990; minimum, 1,345; difference, 645.

*For Females.*—Maximum, 1,690; minimum, 1,135; difference, 555.

As female Candidates are not examined in Algebra, Euclid and Mensuration the maximum and minimum for males and females differ as above.

First Class Certificates are given according to the above standard.

1st Class A, until annulled. 1st Class B, for three years. 1st Class C, for 1 year.

According to present Regulations Second Class Certificates are given to all who have marks above the total of minimum, for one year.

N.B.—A special prize for Composition will be given to the most successful among Normal School Teachers, and others.

### *Precautions taken in the Mode of Examination.*

The Examinations are held in the Town Hall. Each Candidate has a small Desk for himself, or herself. The Desks are six feet apart, and were made expressly by direction of the Board for the Examinations. There is no Whispering, nor any opportunity for Copying. The Examinations last three days. All the Candidates, whether for First, or Second Class, Certificates, are first examined in Third Class subjects; if found competent, and they desire it, they are examined in Second class subjects, and then in First Class subjects. The Board was induced to compel all Candidates to be examined in Third Class subjects, because many applied for First Class Certificates who were barely able to obtain a Third Class Certificate.

### *Explanation of the System of Marks Adopted by the Board.*

A brief description of the system of Marks in use by the Board of Perth, and lately adopted by all the Boards of the County of Lanark, may prove interesting.

The standing of Candidates is determined by this system, which consists in giving a certain number of Marks or points for each subject. A maximum number of marks is fixed for each subject which is given to the Candidates who answer well all the questions on the subject of examination, and a minimum number is fixed indicating the answers to be good. A Person who does not make the minimum number of Marks is considered deficient in the subject examined. The Examiner, for instance is giving, say ten questions in Arithmetic, will give a hundred marks to the Candidate, who shall have answered all the questions correctly. The Examiner may, at his discretion, give

more Marks to one question than to another, according as one is more difficult than another, but the total number must not exceed the standard fixed by the Board. The accompanying schedule contains the list of subjects of examination as prescribed by the Programme for the Examination of Teachers, and also the maximum and minimum number of Marks allotted to each subject by the Board. It also contains, by way of illustration, the Marks made by some Candidates at the last Examination in Perth.

It may be asked why a low maximum is given to History, Physiology, etcetera. I reply: the knowledge of these subjects chiefly depends on a mere effort of memory, and they are more easily learned than Arithmetic, Grammar, Reading, etcetera. If a high maximum were given for the subjects I have named some with good memories might get higher Certificates than their other attainments as Teachers would warrant. To excel in Grammar, Arithmetic, Reading, etcetera, is considered so highly important for Teachers that, therefore, a high maximum is given for proficiency in them.

The great benefit in the System of Marks is this, it determines with greater accuracy and precision the standing of Candidates than by any other system. Before the adoption of the System in October, 1868, Examiners decided on the merits of Candidates pretty much in this fashion. A., was very good in Grammar, middling in Arithmetic, pretty fair in Reading, tolerable in Geography, etcetera. These expressions were rather vague and indefinite. They had no sharp lines of demarcation, they were susceptible of contraction and expansion, and like a piece of India rubber they could be stretched out, or contracted, according to circumstances. Since the System has been adopted by the Board of Perth, the line of demarcation between each Class is sharply defined. If a Candidate has but one Mark below minimum of first Class he is put into the Second. When it came first into operation, several who had First and Second Class Certificates under the former system were, much to their surprise and disappointment, put into the Second and Third Class.

During the Examination the Secretary of the Board keeps the Schedule before him, and each Examiner reports to him the number of Marks each Candidate makes in the subjects examined. The Schedule is filed in a Book and kept for future reference.

I do not pretend to say that this system is better than all others now in use by the Examining Boards of Ontario. To maintain the affirmative it would be necessary to compare this with the others. What I can say of it is that it was readily adopted by the other Boards of the County. It has, and does, answer a purpose, a good purpose. It has raised the character of the Perth Board, which now has the reputation of being strict. Candidates and others bear testimony to this fact. It leaves little, or no, room for partiality on the part of Examiners. It has removed from the minds of Candidates suspicions of favouritism. Examiners can easily point out to Candidates mistakes, and shew them the reasons why they did not obtain a higher number of Marks. Candidates exhibit a keen desire to know the number of points they make. The successful ones go home rejoicing, and with just pride shew the large number of Marks obtained.

PERTH, 1870. A LOCAL SUPERINTENDENT.

2. *Rules and Regulations for the Distribution of the Prizes to Candidate Teachers in the County of Lanark.*

1. No Candidate for Teachers' Certificates shall be permitted to compete [except for Prizes in Compositions,] who holds a Normal School Certificate, or a Certificate from any County Board marked "A First Class with Honours."

2. No Candidate shall be permitted to compete for any Prize who has been, or is at present, a Grammar School Teacher, or an Assistant Teacher in any Grammar School.

3. No Candidate shall be permitted to compete who is not engaged in teaching a Common School in the County of Lanark, or is not prepared to declare himself, or herself, ready to do so, upon the first favourable opportunity.

4. Candidates must be, if Males, at least seventeen; and if Females, at least fifteen, years of age.

5. Any Candidate, discovered, during the examination, in the act of communicating in any way with any Person, except the Examiners, or who shall have in his, or her, possession, during the examination, any Book, or Books, shall be immediately disqualified from obtaining any Prize.

6. Any Canadidate found guilty of any fraudulent act, in reference to the Examination shall incur the risk of public exposure, and the forfeiting of any Certificate he, or she, may hold, or obtain.

7. Candidates who shall obtain Prizes in any one year, shall not be admitted to compete for the same prizes in any subsequent year.

8. If called upon, the successful Candidates shall sign the following declaration:

I—a successful Candidate for Prizes offered by the Municipal Council of the County of Lanark, do declare that I have conformed in every particular to the Rules and Regulations prescribed by the County Examiners.

9. The foregoing Rules and Regulations shall be read to the Candidates previous to the Examination.

Should other Rules be adopted they will be made known previous to the Examination.

*List of Subjects for Composition at Teachers' Examination.*

1. What is Education—Moral, Physical and Intellectual? and what are its benefits and importance?
2. Write a letter to the Trustees, describing the mode of discipline and school organization which you intend to adopt.
3. What is Punctuality?
4. Give a description of the great Rivers of Canada.
5. Sketch the life of Jacques Cartier.
6. What has been the influence of Printing on Civilization.
7. Sketch the life of Christopher Columbus.
8. What is Agriculture?
9. Write a letter to the Trustees, containing the following applications:
   *a.* For Repairs to a School House.
   *b.* For a supply of Library Books and Apparatus.
   *c.* For a supply of Reward Books,—giving reasons and particulars in detail.
10. The importance of forming Good Habits.
11. Life sketch of Arthur Wellesley, Duke of Wellington.
12. The Influence of Example.

N. B. A Special Prize will be given to Normal School Teachers, or to Teachers who hold a Certificate from any County Board marked "A" First Class, as these, by Rule Number One, are allowed to compete in Composition.

*Specimens of Questions used at the Lanark County Examinations. Class I. School Organization, etcetera.*

Marks.

(10) 1. How would you define Physical Education?

(10) 2. In arranging a system of teaching, what points should be especially attended to?

(10) 3. Should the School Room be used as a place of confinement or "keeping in," as a punishment? State the principle involved.

(15) 4. May a Person be highly instructed and badly educated? Establish your position by proof and example.

(10) 5. What is the best method of preserving the attention of a Class?

(15) 6. What do we learn from observing nature regarding the best mode of imparting knowledge to children?

(70) Maximum.

(50) Minimum.

*Questions in Arithmetic. Class I.*

Marks.

(10) 1. What would be the proceeds of a Note for $1,000 due in 90 days, if discounted in Bank, at 6 per cent. interest?

(15) 2. A Commission Merchant is to sell 12,000 lbs. of Cotton, and invest the proceeds in Sugar, retaining 1¾ per cent. on the sale, and the same on the purchase—Cotton selling at 7 cents and Sugar at 5 cents per lb.—what quantity of Sugar can the merchant buy?

(25) 3. A, B, and C, form a partnership for twelve months. A and B at once advanced $2,500 each as their part of the capital. At the end of three months C advances $3,000, and B. withdraws $1,000. The profits are $1,500; what is the share of each?

(25) 4. How many ounces of gold, 23 carats fine, and how many 20 carats fine, must be compounded with 8 ounces which is 18 carats fine, that the compound may be 22 carats fine?

(25) 5. Three pipes of equal size will fill a Cistern in 13hrs. 40m. In how many hours would 5 such pipes fill a Cistern, whose capacity is 2½ times that of the first one?

(100)

(100) Maximum. (70) Minimum.

### Competition Examination in the Township of York.

At this Examination Mr. M. Gillespie, the Reeve, was appointed Chairman. Having explained the design and plan of the competition, the Reverend A. Currie, M.A., Local Superintendent of Brock, gave out the first subjects—Writing from Dictation; this was followed by Reading, Arithmetic, English Grammar, Geography, History, Geometry. The Reverend Mr. Colman, the Head Master of the Manilla Grammar School, and the Local Superintendent for Reach and Scugog, assisted in the examination. In very many instances, the competition was so close that the shade of superiority was so light indeed, that it was difficult for the Examiners to discriminate. Every one of the Competitors passed a most creditable Examination. In fact it would be a difficult matter to select from any Township in the Dominion, forty brighter or more intelligent Pupils than met on this occasion. Each Pupil, who did not succeed in obtaining a Prize in competition, got a handsome Book as a reward of merit, and these were certainly well merited. There was a large number of valuable Books distributed, from the Educational Depository. The day was agreeably and profitably spent, all present appeared to enjoy themselves well. A generous, noble minded youth never strives to attribute his defeat to some act of injustice in others, but will calmly view the situation, correct defects, and double his efforts to secure victory in the next encounter. We congratulate the Village of Vroomanton on its excellent and commodious new Brick School House; it is credit to that part of the Country.—*Ontario Observer.*

## CHAPTER XV.

## THE EDUCATIONAL DEPOSITORY AND ITS ASSAILANTS: AN EXPOSITION OF THE PRINCIPLES ON WHICH IT WAS FOUNDED AND THE PUBLIC OBJECTS WHICH IT SERVES.

In May, 1870, the Chief Superintendent of Education thus replied to the Booksellers who had joined in an attack upon that Branch of the Department of Education:

I commend the facts contained in this paper to the dispassionate consideration and judgment of the Members of the Legislature, and others who feel anxious to promote the best interests of our Public Schools in this direction. In view of the United States examples and warnings given further on, and Lord Elgin's testimony to the same effect, and our own experience, as given in the *Globe's Book Trade Review* for 1862, page 2, I am sure there will be no difference of opinion amongst experienced men on this subject, that, if the Depository be closed, the Legislative Grant for this important public service would have to be withdrawn.

*Present Position and Important Objects of the Educational Depository.*

So much has been written and said by interested parties against our Educational Depository, that I deem it desirable to refer to the subject, with a view to consider the various objections which have been urged against it.

Previously to doing so, it is proper to state what is the position which the Depository occupies in connection with our System of Public Instruction, and what are its Objects. It forms a necessary, though subordinate, feature in that System, and cannot, and should not, be viewed apart from it,—as its existence depends entirely upon that of the School System itself. It is the only efficient source of supply to the Schools of Maps, Charts, Apparatus, Prize and Library Books. It, or some equally efficient instrumentality for its special object, is as essential to the growth and prosperity of our Schools, as is the Normal School for the training of Teachers. The one provides effective workmen for instructing and training our youth, the other furnishes these Workers with the necessary Tools and Appliances of their Profession, and furnishes them of the best material and at the lowest price. This is all that the Depository professes to do. For this, (and all the more for the fact last stated), the Education Department is incessantly attacked, not by the public, or those most competent to judge, but by purely interested Booksellers, or those prompted by them, or who derive advantage from them. And yet no one attempts to deny that the duty itself of supplying the Schools with these requisites is a necessary one, and is essential to the completeness of our System, and the thorough efficiency of our Schools, and has been well and carefully done. The only question is, "Who shall do it?" Interested parties, for the sole purposes of gain,—or a disinterested and efficient Agency, such as this, whose responsibilities to the Government and Legislature are commensurate with its obligations to make the Schools entrusted to its care the source and centre of light and knowledge throughout the Country? This question I now propose, as far as possible, to answer in full.

*The Prompters of, and Motives for, these Attacks.*

With this view I shall now take up in detail the objections which have been urged against the Depository. Before doing so, however, I may again premise:—

1st. That none but interested Booksellers, or those prompted by them, or who derive advantage, or gain, from them, have urged any objections against the Depository

2nd. The real reasons which prompt these objections are invariably kept in the back ground, and the ostensible reasons only are put forward to the public. Sometimes a pretence of their ability to do better for the Public Schools than the Department itself is faintly put forth for effect, but generally it resolves itself in the end into a complaint. With these ostensible complaints I now propose to deal first.

*First Objection—Alleged Interference of the Depository with the "Book Trade."*

And first, it is objected that the operations of the Depository interfere with the Book trade. This objection has been frequently discussed and refuted, and probably by none more effectively than by one of the most experienced Members of the Book Trade itself in Canada, who, in 1858, with other Booksellers, addressed a Memorial to the Legislature on the subject, from which we make the following extract:—

"Your Memorialists are of the decided opinion that the establishment of the Educational Depository has done a great deal in fostering a desire for Literature among the people of Canada, and has indirectly added to the wealth of persons in the Book Trade, inasmuch as the desire for general Literature has been supplied through their means; and your Memorialists would respectfully refer for a proof of this to the Customs Returns attending this branch of Trade in the Province of Canada."

These Returns, (compiled from the time when the Depository went into operation down to the present), are as follows. They speak conclusively as to the groundlessness of the charge which is in effect that $15,000 or $20,000 worth of Books imported by the Department, as against $300,000 to $350,000 worth imported by the Booksellers of Ontario alone, is an interference with "the trade!" The Tables are as follows:—

*Book Imports into Ontario and Quebec, 1850-1869.*

The following Statistical Table has been compiled from the "Trade and Navigation Returns" for the years specified, showing the gross value of Books, (not Maps, or School Apparatus), imported into Ontario and Quebec.

| YEAR OF IMPORT. | Value of Books entered at Ports in the Province of Quebec. | Value of Books entered at Ports in the Province of Ontario. | Total value of Books imported into the two Provinces. | Proportion imported for the Education Department of Ontario. |
|---|---|---|---|---|
| 1850 | $101,880 | $141,700 | $243,580 | $84 |
| 1851 | 120,700 | 171,732 | 292,432 | 3,296 |
| 1852 | 141,176 | 159,268 | 300,444 | 1,288 |
| 1853 | 158,700 | 254,280 | 412,980 | 22,764 |
| 1854 | 171,452 | 307,808 | 479,260 | 44,060 |
| 1855 | 194,356 | 338,792 | 533,148 | 25,624 |
| 1856 | 208,636 | 427,992 | 636,628 | 10,208 |
| 1857 | 224,400 | 309,172 | 533,572 | 16,028 |
| 1858 | 171,255 | 191,942 | 363,197 | 10,692 |
| 1859 | 139,057 | 184,304 | 323,361 | 5,308 |
| 1860 | 155,604 | 252,504 | 408,108 | 8,846 |
| 1861 | 185,612 | 344,621 | 530,233 | 7,782 |
| 1862 | 183,987 | 249,234 | 433,221 | 7,800 |
| 1863 | 184,652 | 276,673 | 461,325 | 4,085 |
| ½ of 1864 | 93,308 | 127,233 | 220,541 | 4,668 |
| 1864–5 | 189,386 | 200,304 | 389,690 | 9,522 |
| 1865–6 | 222,559 | 247,749 | 470,308 | 14,749 |
| 1866–7 | 233,837 | 273,615 | 507,452 | 20,743 |
| 1867–8 | 224,582 | 254,048 | 478,630 | 12,374 |
| 1868–9 | 278,914 | 373,758 | 652,672 | 11,874 |

Up to 1854, the "Trade and Navigation Returns" give the value of Books entered at every Port in the two Provinces separately; after that year, the Reports give the names of the principal Ports only, and the rest as "Other Ports." In 1854, the proportion entered in Quebec was within a fraction of the third part of the whole, and, accordingly, in compiling this Table for the years 1855-69, the value entered in "Other Ports" is divided between Ontario and Quebec, in the proportion of two-thirds to the former, and one-third to the latter.

The Memorial then proceeds:—

"Your Memorialists would further urge the fact that the destruction of the Depository would be attended with grave consequence to the people of Canada, seeing that a pure and healthy fountain of Literature would be destroyed, and the advantage lost that Public Schools have enjoyed of forming the nucleus of Public Libraries at an easy and reasonable rate."

*Proofs of Prosperity—The Globe's Reports of the Book Trade, 1860-1870.*

From the "Annual Reviews of Trade," published yearly in the Toronto *Globe* newspaper, I make the following extracts to show how groundless has been the charge of "interference" by the Department with the "Book Trade." Indeed, so little was the so-called "interference" felt that the operations of the Depository have never been once mentioned in the yearly "Trade Reviews."

The remarks of *The Globe*, in the "Review" of 1867, are highly significant, and only go to prove the statement often made, that the "Book Trade" has profited largely by the existence of the Depository. *The Globe* says:—"Looking about us, and casting over the classes that are likely to produce the demand for Books, we fail to account for the great strides in the Book Trade of the Province." We, however, can most satisfactorily account for them. The operations of the Depository extend to every part of the Province, and into Township after Township, where not a single Book can be purchased from "the Trade." The names even of many of these Townships are so new that few in the community know them, for instance:—Matawatchan, Griffith, Bexley, Dysart, Harvey, Minden, Morrison, Keppel, etcetera. And yet to the Schools in these, as well as in most of the other Townships, the Department is constantly sending hundreds of Volumes of the choicest Prize and Library Books. The very first knowledge which the people have of the existence of many of the Books sold by "the Trade" is from the packages sent out by the Department. The Annual Review for 1862 reveals the character of the Books circulated by "the Trade" before the present system of sending out Prize Books by the Department had time to develop itself. *The Globe* "Review" says:—"For years the Country has been flooded with the lowest and most trashy class of Literature from the American Press." The whole effort of the Department has been to counteract this deplorable effect of the operations of the "Book Trade" when in possession of the field, and the result of its efforts fully accounts for the "great strides in the Book Trade of the Province" in 1867, which *The Globe* review failed to understand, or appreciate. I now give from *The Globe* the following extracts from its Annual Reviews of Trade: —

1860.—"This branch of Trade, the existence of which in its present distinct character only dates back a few years, has been prosperous during the past season, and is rapidly becoming an important item in the commerce of the City."

1861.—"No change of material importance has taken place in this Trade during the year. Sales have not been so large as were anticipated, yet they do not fall short of those of the preceding year. The depressed condition of the Trade in the United States has caused a number of bankrupt stocks to be thrown into the market, at this with a very little of really sound Literature. . . . Notwithstanding this, however, the regular legitimate Trade has not languished, and on the whole has resulted satisfactorily. . . . . The Retail Trade is in a generally healthy condition, and its character, especially in the Country, is yearly improving."

1862.—"The year's business in this branch of Trade has been quite satisfactory. Although perhaps less in extent, in common with other departments, it has been quite as profitable if not more so than in former years. . . . A gratifying fact is found in the improved character of the works introduced into general circulation. For years Books whose only merit was their bulk and binding had been hawked into every nook of the Province by a migratory tribe of itinerant Peddlers."

1863.—"The improvement which we, from time to time, have noticed in this branch of business, has, during the year just closed, been fully maintained. The Trade has been healthy and profitable, and in extent it exceeds that of previous years. . . . We are glad this year to report a still greater improvement in the character of the Books and Periodicals most generally read and circulated in the Province. English Books, as a rule, are having a much increased sale. . . . . In all points of view there is much room for congratulation as to the improved condition of the Book Trade in Canada."

1866.—"The Book Trade of the Province is, year by year, assuming larger proportions, and it is a matter of no little congratulation that each year this important branch of commerce is rapidly extending itself."

1867.—"Looking about us, and casting over the classes that are likely to produce the demand for Books, we fail to account for the great strides in the Book Trade of the Province. . . . There is a large importation of Books in miscellaneous literature, and in professional and other high classes, which evinces the great growth of the Trade, and speaks well for the reading predilections of the people."

1869.—"The Houses in this department of trade report a large increase of business during the year, especially in Books. British publications continue to take the lead in the market."

*Second Objection—"If Books and Maps are Supplied, the Government Ought also to Supply other Articles,—in fact—Everything to Everybody!"*

The second objection is that if the Government, through the Education Department, supplies its Schools with Maps, Charts and Library Books, it ought also, to show its consistency, supply the public, through other departments organized for that purpose, with Boots and Shoes, Bottles and Brooms, etcetera,—in fact, that it should supply everybody with everything! This is the climax of all the objections! And it is usually urged, in a spirit of lofty contempt for the Department. And yet these very objectors, from the height of their commercial dignity, quite overlook the fact, that, in almost every public interest, or enterprise of the kind, in which the Government embarks, it is invariably its own machinist, its own producer; and—worse than all in their estimation—its own purveyor, or the source of supply for those very wants which it has created or developed, or which have grown up under its superintendence

*Instances of Governmental Interference with "the Trade" without Objection.*

Look, for instance, at the Army and Navy, the Militia, the Post Office, the Public Departments, and the various other public Institutions, or interests, which the Government of the Country specially undertakes to manage, or develop. Look even at the latest application of this principle in England, under the sanction of Parliament, by which the very Telegraphs, which were formerly managed by "the Trade" in England, have all been absorbed by the Government, because the public interests will in the end be better served by it than by private companies, or individuals.

We find also, in our own Province, that the very Coats, Trowsers, Caps, etcetera, worn by the Volunteers and Militia, are all supplied by the Government. In England, the Admiralty build their own Ships, and sell those not required; and here, and in England, and elsewhere, the Public Officers are supplied by the Government with all the Stationery they require, bought and distributed as the Depository buys Books. The

Post Office Department is another instance of the Government doing what private enterprize, through the Express Companies, might readily accomplish. In fact, turn where we will, we find instance after instance of Governmental interference with "the Trade" without the slightest let, or hindrance, and without a word being said to them by a single individual in "the trades" concerned. The wants and necessities of the Country, and the interests of the public are the only standards of duty which the Government acknowledges, or by which it is guided in these matters. It must be sole judge in the case. It would be unreasonable if it were otherwise.

*Further Illustrations—The Public Schools vs. Private Schools, Teachers, Tutors.*

In his Report for 1854, the Chief Superintendent further illustrates this point as follows:—

The objection is based upon the acknowledged fact, that Schools Requisites and Books are supplied to local Municipalities much more economically and advantageously for the latter by the aid of Government than by private traders. It is then a question whether the interest of Public Schools and Municipalities are first to be consulted or those of private individuals?

It is also to be observed that the same objection may be urged upon the same ground and with equal force against any system of Public School whatever, as they interfere with the gain of the private Teacher; for, in proportion to the excellence of Public Schools, and the degree in which they are aided by the Legislative Grants and local Assesments, and education is to individuals thus cheapened, will Private Schools decline, and the interest of private Teachers be affected? The same objection lies equally against all Endowments, or public aid, of Colleges, as the "trade" of the private Tutor is thereby injured, and for the most part, extinguished in regard to the whole business of Collegiate teaching The interests of a class of private Teachers are as much entitled to protection against the competition of Public Schools, as are the interests of a class of private Booksellers to protection against the competition of Government in supplying the Public Schools with the requisite Maps, Apparatus and Libraries. If the interest of an individual, or a class, are to be placed before those of the community at large, then there can be no System of Public Instruction whatever, nor any public aid to any branch of the education of the people. But such an objection has never been admitted in the Government and Legislature of any enlightened Country.

The ground on which the Public Schools and Municipalities are provided with School Requisites and Libraries, through the medium of a Public Department, and by means of public Grants, is as unquestionable as it is simple and obvious. It is the legitimate consequence of having Public Schools, for, if a people determine through their Legislature that they will have Public Schools at all, it is clear that those Schools should be made as efficient as possible, and that nothing should be omitted to render them so. If it is, therefore, the duty of the Legislature to promote the education of the people by the establishment of Public Schools, it is equally its duty to provide all possible facilities and means for supplying those Schools with the Maps, Apparatus and Libraries, which render them most instrumental in educating and instructing the people.

The objection, too, is found upon a false view of the legitimate sphere of Government duty and private enterprise. It is as much the duty of Government to adopt the most economical and effective means to furnish the Public Schools with all the needful appliances and instruments of usefulness, as to provide these for any one of its own departments. The extent and manner in which it does so, must depend on circumstances, and it is a matter for the excercise of its own discretion, irrespective of any pretensions of private against public interests. The private Bookseller has a right to sell his books as he pleases; and each School Section and Municipality, and each public body of every discription, as well as each private individual, and not less the Government, has a right to purchase Books where and of whom, they please. Each Municipility, as well as the Legislative Assembly itself, may have its own Library procured and imported by a public Agent and not by a private Trader, to whom large additional prices must be paid for his risk and profits.

Besides, nearly all the Maps and other articles of School Apparatus, and most of the Books for the Libraries, were unknown in the Country and would have been unknown, had they not been introduced by the agency of a Public Department. I believe that private Booksellers have largely profited by what I have done in this respect;* that they have found demand for many Books which no doubt have first been

*This they acknowledge in the Memorial to the Legislature, already quoted by me, and it is proved by the extracts given from *The Globe* "*Reviews*" *of the* "*Book Trade*," on pages 164, 165 of this paper.

made known in the Official Catalogue, and through the medium of the Public School Libraries. They have the entire and exclusive possession of the field of private trade; and with this they should be satisfied, without claiming to be the sole and uncontrolled medium of supplying the Public Schools and Municipalities with Books and School Apparatus.

*The late Earl of Elgin's Opinion of the Importance of this Feature of our Work.*

The magnitude and importance of this noblest feature of our Public School System was deeply felt by Lord Elgin, who, in one of his valedictory Adresses, delivered on leaving the Province, referred to the "Township and County Libraries as the Crown and Glory of the Institutions of the Province!" This is certainly the true light in which to view such great instruments in the hand of Providence, for the amelioration of society and the enlightenment of the public mind. The youth attending our Schools are taught to read, and read they will, either for good, or evil. It, therefore, becomes an important and momentous question in all Systems of Public Instruction, how shall this want be supplied—this craving for intellectual food be satisfied. The question has ever been an anxious one with me. Each step has been carefully pondered, and each conclusion has been cautiously arrived at. It is therefore a matter of satisfaction to know that this care and anxiety has not been in vain, but that there have been put into circulation in Upper Canada [nearly 700,000] Volumes of choice and excellent works, [up to the end of 1869], relating to almost every department of Literature and Science.

*Appreciation of the Educational Depository by the Schools and the Public.*

As evidence how entirely the sympathies of the Country are with the Department in this matter, it is proper to remark that no complaint is heard, except from about half a dozen interested parties. The increase in the operations of the Depository since 1851 have been remarkable, not only for the amount of money voluntarily sent in for Books, Maps and Apparatus, but also in regard to the number of these requisites sent out. These facts, the following Table will abundantly show:—

*Operations of the Educational Depository from 1851 to 1869.*

| Year of Operation. | Money sent in to the Depository by Trustees and others. | Value of articles sent to the Schools, including the 100 per cent. allowed on Trustees' remittances only. | Number of Volumes of Library and Prize Books sent out. |
|---|---|---|---|
| 1853 | $ 4,233 | $ 4,233 | 22,800 |
| 1855 | 11,690 | 22,251 | 27,320 |
| 1860 | 16,476 | 27,537 | 32,370 |
| 1865 | 15,130 | 26,442 | 48,483 |
| 1869 | 20,243 | 34,808 | 61,085 |

The grand total of moneys received by the Department, from Trustees and others for School Requisites up to the end of 1869, was $291,612; the value of the articles sent out was $489,915, (or nearly $500,000 worth); and the total number of Books despatched during the same time was 691,561, (or nearly 700,000 Volumes).

*Opinions of School Trustees and Others as to the Requisites Sent out.**

As to the satisfaction felt by the School Trustees and others, to whom these Requisites were sent, we make the following extracts from letters received at the Department, viz.:—

* By reference to the Proceedings of the House of Assembly in 1871-1872 it will be seen that numerous Petition were presented to it praying that the Education Department be authorized to supply the Schools with Maps Apparatus and Books.

*Lindsay.* "Please accept my best thanks for the choice selection you have made me for our Library. Also, for the beautiful Township Prize. Everyone is delighted with it. We have enquired at some Book Store as to the price of our Library Books, and find your terms such as you state them to be. The best thing Doctor Ryerson can do is to publish his prices with those of the Booksellers. It will be the best possible advertisement. What I have seen stated somewhere is perfectly true as to the advantage to Booksellers derived from your Establishment. The more Libraries established through the Country, the greater the taste for reading, and the larger the trade to gratify that taste. *'L'appetit vient en mangeant,'* is as true of reading as eating."

*Hullett.*—"The Books you sent us last year gave satisfaction."

*Euphemia.*—"Your selection of Prize Books, last December, was very suitable."

*Emily.*—The Prizes sent gave the greatest satisfaction, and we hope to send for similar favours once, or twice, a year."

*Raleigh.*—"We got a Number 1 package of Prize Books last year, which was very satisfactory."

*Usborne Township.*—"The Books, ($40 worth,) which we received last year from the Department for a Township Competitive Examination gave entire satisfaction, and the Council begs you will make the selection for this year also for $80 worth."

*Blandford.*—"You made a selection for us last year, and the selection suited us very well. Will you have the kindness to make one again."

*Pakenham Township.*—Permit me to thank you for your courtesy in sending the Prizes at the time you did for the Township Competitive Examination. The 61 Volumes were excellent Books."

*Kincardine.*—"Your selection last year suited admirably well."

*Dawn.*—"The Prize Books for this School Section were duly received, and gave excellent satisfaction."

*Dorchester South.*—"We ordered Prize Books last year, leaving you to make the selection and, as you pleased us so well, we leave it with you this time also, believing you will send us a good selection."

*Minto.*—"The Books you sent us last year pleased very well. You are better qualified to make the selection than we are, and by doing so you will much oblige."

*Marmora.*—"We got a lot of Prize Books last year, and the year before, which gave good satisfaction."

*Renfrew Union School.*—"You have favoured us by making an excellent selection of such Books for some years already, and I trust that I may rely on your kind promise of continuing to do so."

*Brighton and Murray Union Section.*—"We have received, and are pleased with the Books for Prizes."

*Woodhouse.*—"I find the Merit Cards you sent a useful incentive to study."

*Camden East.*—"Having just received a lot of Prize Books for our Day School, with which we were well pleased; we think we cannot do better than to send to the Department for a Sabbath School Library."

*Clinton.*—"We were much pleased with your selection."

*Hastings Co., N.R.*—"I have great pleasure in stating that the Prize Books selected by the Department gave general satisfaction."

*Dunfries South.*—"Your own selection is preferred to ours."

*Brockville.*—"We prefer your selection to our own."

*Hullet.*—"In previous years, we have had every reason to be pleased with the assortment sent from your Department, and merely forward you the above information for your guidance in selecting."

*Kincardine Township.*—"I might state that the effect produced by these fine [Merit] Cards is charming. I consider them far superior even to Prize Books."

*Moore.*—"The selection of Books by the Department last year was excellent, and we intend to leave the choice to you again."

*Flamboro' West.*—"I find that the Merit Cards are a great assistance to the Teacher."

*Nelson.*—"The selection of Prize Books, made by the Department last year, gave great satisfaction; we therefore leave the selection on this occasion with it also."

*Admaston.*—"Trustees and Teachers are beginning to see the benefits resulting from the Merit and Prize System, and to adopt it in their Schools."

*Normanby.*—"I take this opportunity of remarking that the Department, in the different selections which it has made for the Trustees requiring Prizes, with whom I have been employed, has always given the greatest satisfaction."

*Keppel.*—"At the Annual Meeting of our School Section, we passed a Resolution appropriating a portion of the School money to the purchase of some Books for a Section Library from the Education Department. It was well expressed by one man at the meeting—'when we learn our youth to read, if we do not give good books into their hands, they will find bad ones.'"

*St. Thomas Union School.*—"And have great pleasure in stating the selection by the Department of Prize Books is very satisfactory."

*Farmersville Grammar School.*—"During the year, $30 worth of Prize Books were distributed with pleasing results, I deem it no inconsiderable thing to have the pleasure of distributing such an amount of sterling English reading among the youth of the Country. The effect cannot be estimated, but are in the hand of Providence."

*Third Objection—That the Moneys Received are not duly Accounted for.*

On this point, I need only quote two authorities:—1st, the Chief Superintendent's Letter to the Editor of *The Globe* on the 13th April, 1866; and 2nd, the Report of the Committee of the House of Assembly on the Depository, dated January, 1869.

*First Proof.*—In my Letter to the Editor of *The Globe*, I say:—Mr. Brown has more than once learned by examination, in his capacity as Chairman of a Parliamentary Committee on the subject, that every farthing received at the Depository, "difference" and all, is transferred directly to the "Public Chest," by being deposited in the Bank to the credit of the Receiver-General; that every single purchase made at the Depository is, and has been, for the last fifteen years, vouched for by the signature of the purchaser, (a precaution not taken by any Bookseller, or mercantile Establishment); that for every payment made to any Person out of the proceeds of Depository Sales, a Voucher is lodged every month with the Auditor of Public Accounts.

*Second Proof.*—The Report of the Sub-Committee of the House of Assembly, (with the Honourable John McMurrich as its Chairman), thus speaks:—

"Your Committee find that the system adopted by the Department is of as thorough and complete a character, that no funds can by any possibility be received without being checked by proper Officers, whose several duties require them to make entries in various Books, through which every item can readily be traced.

"They find that all Moneys received by the Department are regularly deposited to the credit of the Government, with the exception of moneys intended to be disbursed in the purchase of articles outside of the Institution [Trustees' School Seals merely], and that all Expenditures are made by cheque, properly countersigned by the different Heads of the Department to which they respectively belong.

"They find that a perfect system of registration of every communication received by the Department is maintained, by means of which the several Officers to whose department the Communication has reference, are immediately apprized of the contents, and answers are promptly returned to the same.

"Your Committee find that the amount yearly received by the Department from the Municipalities for Books, Maps, etcetera is very considerable, amounting in 1868 to $20.004.20, which sum is paid directly into the Public Treasury, and should be regarded as an offset against the amount granted to the Department."

*Fourth Objection—That the Depository is a Cost to the Province.*

On this point, I will quote the authorities just cited, videlicet:—The Committee of the House of Assembly, merely premising that the entire cost of Salaries, freight, shipping expenses, duty, insurance, fuel, printing and other contingencies in the cost of management is defrayed out of the small profits of the Depository itself, and not by the Province.

*First Proof.*—The Chief Superintendent, in the Letter to *The Globe*, quoted above, says:—"Mr. Brown has more than once learned by examination, in his capacity as a Chairman of Parliamentary Committee on the subject . . . . that the expense of the Depository and its management is included in the cost of articles furnished by it for the Public Schools; that the Depository causes not a farthing's expense to the Government in any way whatever; and that every penny of the 'difference' arising from the cost and sale of any Book or Maps goes into the 'public chest,' to the credit of the Province."

*Second Proof.*—The Committee of the House of Assembly demonstrate the fact itself in the following statement:—

"In connexion with this subject, your Committee submit the following statement, showing the cost of Books, Maps, etectara., and the amount received for the same from 1850 to 1867, inclusive. Also the amount received from the Government on account thereof, videlict:

| | $ cts. |
|---|---|
| The total amount paid for Books, Maps, etcetra., imported from 1850 to 1867, was | 271,869 52 |
| Purchases in Montreal | 3,990 06 |
| Articles manufactured, or purchased, in Toronto | 93,146 88 |
| Total | $369,006 46 |
| Freight, Agency, Packing, Printing, Insurance, Salaries, and Expenses | 73,600 19 |
| | $442,606 65 |
| Value of Books dispatched, Libraries, including the 100 per cent. granted | $123,298 97 |
| Maps, prizes, etcetra | 213,993 78 |
| Maps sold, without Grant, (Text Books), etcetera | 82,182 59 |
| | $419,475 34 |
| Grants received from Government on this account, from 1850-67 | 253,518 48 |
| Less remitted Receiver-General | 66,378 69 |
| | $187,139 79 |
| If we deduct half of the above mentioned amounts (on which the 100% was allowed) | $123,298 97 213,993 78 337,292 75 |
| We get the amount of local contribution, which is | $168,646 37 |

Which is the amount of stock dispatched over and above what we paid for.

| | $ cts. |
|---|---|
| Taking then the Grants | 187,139 79 |
| And deducting the above proportion of Stock, as above | 168,646 37 |
| Leaves a balance of | $18,493 42 |

Which amount is fully covered by the Stock on hand.
The above is exclusive of the transactions of 1868

*Four Reasons why "The Trade" is Incompetent to take the Place of the Depository in Supplying our Schools.*

To the statement that private Booksellers can supply the Library wants of the Schools, as well, or nearly as well, as the Education Department, my reply is four-fold:—

1st. That a Department, specially charged with the care and oversight of the Schools, being a disinterested party, must be much better qualified to minister to their wants in these respects than interested parties, who, as a rule, have no other object in view than commercial gain.

2nd. That the experience of Educationists on this subject in the United States is, that Booksellers, through their Agents and Travellers throughout the rural parts, have, with some good Books, disposed of immense quantities of pernicious and worthless Books. (See the illustrations on this subject quoted herewith).

3rd. That, if the right of supply is thrown open to Booksellers indiscriminately, the bad, as well as the good, will take advantage of the facilities thus offered for floding the Country with their own publications, without check, or restraint. Indeed, that restraint is openly and strongly repudiated by *The Globe* and other interested Newspapers. To restrict the right of supply to one, or more, Publishers would be to perpetuate the so-called "monopoly" in its most oppressive and offensive form. If a change be made at all, it must be in the direction of throwing open the right of supply, and giving all Vendors alike full permission to circulate such Books as they please—bad and good—or, what would be preferable, withdraw the Grant altogether.

4th. No private Publishing House, even in the Cities, could, without having the "monopoly" of supply secured to it, be able to keep more than one-half of the variety of Books, Maps, Charts and Apparatus, which would be necessary for circulation in our 5,000 Schools. Nor could it supply them at anything like the low prices at which they are now furnished to the Trustees.

*Reasons why the Booksellers Make, or Prompt, these Attacks upon the Department.*

I have now, I trust, amply met the four principal objections which the Booksellers ostensibly urge against the Depository. I shall now refer to the real reason, which is

carefully kept out of sight, but which prompts them to their unceasing hostility to the Department. It is, however, well understood. The Depository so far "interferes" with the gains of the Booksellers that, in the interests of the Schools, it keeps down the prices of Books*—it excludes the "trash" spoken of in *The Globe's "Trade Reviews,"* and the pernicious, or doubtful, Literature of which *The Globe* is thus practically the champion,—while the Depository provides a far more extensive variety of Books, Maps and Apparatus, than any Bookseller usually does.

I am aware that, when pressed, the Booksellers deny these things in general terms; but their denials are of no value in the face of their own published list of prices. This I hope fully to demonstrate in the forthcoming Depository Catalogue, when a corresponding list of their prices will be published in a column parallel to our own. It will then be for the public to judge of the sincerity of the motives which prompt the objections which they put forth.

In the meantime, I give the following examples of Books supplied by the Depository and the Booksellers, with the prices charged by each:—

| Name of books from Toronto Booksellers' Catalogues, and those of the Depository (chiefly Nelson's and Routledge's publications). | From the Toronto publishers' Catalogue. | Price actually paid to the Depository by School Trustees. *a* | Nominal price on the Depository Prize Catalogue of 1866. *b* |
|---|---|---|---|
| Collier's History of England | $2 00 | $0 77½ | $1 55 |
| Cassell's Natural History, 2 vols | 8 00 | 3 12½ | 6 25 |
| Cassell's Illustrated Bunyan | 2 00 | 0 80 | 1 60 |
| Beauties of Poetry, etcetera | 2 00 | 0 80 | 1 60 |
| Favourite Poems by Gifted Bards | 2 00 | 0 80 | 1 60 |
| Wilmott's Sacred Poetry | 5 00 | 2 00 | 4 00 |
| Precepts in Practice | 0 80 | 0 29 | 0 58 |
| Anna Lee | 0 75 | 0 27½ | 0 55 |
| Faithful and True | 0 75 | 0 26 | 0 52 |
| Ruined Cities of the East | 0 75 | 0 27½ | 0 55 |
| Flower of the Family | 0 50 | 0 20 | 0 40 |
| Robert and Harold | 0 50 | 0 20 | 0 40 |
| Hester and I | 0 50 | 0 20 | 0 40 |
| Bundle of Sticks | 0 50 | 0 20 | 0 40 |
| First of June | 0 50 | 0 20 | 0 40 |
| Kane's Arctic Expedition | 2 00 | 0 77½ | 1 55 |
| Scott, Cowper, etcetera.....each | 1 00 | 0 37½ | 0 75 |
| Chaucer, Tasso, Eliza Cook.....each | 1 25 | 0 45 | 0 90 |
| Wisdom, Wit and Allegory, Epoch Men, Annals of C. and Romantic Lives, Merchant Enterprise, Sunset in Provence, etcetera.....each | 1 00 | 0 36½ | 0 73 |
| Evenings with the Poets | 1 25 | 0 37½ | 0 75 |
| Scottish Chiefs | 0 50 | 0 20 | 0 40 |
| Exiles in Babylon | 1 00 | 0 37 | 0 74 |
| Shepherd of Bethlehem | 1 00 | 0 36½ | 0 73 |
| Burning and Shining Lights | 1 00 | 0 37½ | 0 75 |
| Christian Character | 1 00 | 0 36 | 0 72 |
| Thomson's Land and the Book | 2 00 | 0 80 | 1 60 |
| Lives made Sublime | 1 00 | 0 37½ | 0 75 |
| Living in Earnest | 1 00 | 0 37½ | 0 75 |

*a* The one hundred per cent. allowed makes up the difference in price; but this column shows the *actual net sum paid for the Books by the School Trustees.*

*b* The estimated expenses of the Depository, and the entire cost of its management, are of course included in these Catalogue prices. They are on an average about currency for sterling.

*This is evident from the fact stated in *The Globe's Trade Review* for 1867, "that the Booksellers in general sell English books at 25 cents for the shilling sterling." "This," the Review states, "*is more than can be said of any other class of importers,* whose goods pay no duty," etcetera. The Depository price is 20 cents for the shilling sterling.

*Practice and Opinions of American Educationists in regard to such a Depository.*

The Commissioner of Public Schools, in the State of Rhode Island, in discussing the whole question of School Libraries, thus remarks:—

"The plan of providing such District School Libraries, adopted by the Parliament of Canada West, is undoubtedly the wisest that has yet been acted upon. It is in short this:—The Parliament by vote appropriated a specific sum to purchase a suitable number of Books, Charts and articles of Apparatus for School and School Libraries. This sum was expended under the direction of the Chief Superintendent of Public Education, and a large Depository of excellent and select Books for the reading of youth and older persons was made at the Office of Education. Whenever any School District, or Municipality wishes to form a Library, it may send to the Office of the General Superintendent a sum not less than Five dollars, and the Superintendent adds one hundred per cent. to the sum, and returns, at cost price, such Books to the District as may, by a Committee, or otherwise, have been selected from the printed Catalogue of the Depository. Thus the Books that go into Libraries are Books that have been well examined, and contain nothing that is frivolous, or that could poison the morals of those who read them; the Libraries purchase them at the reduced price, and, of course, can obtain a much larger amount of reading matter for their money than as though they had each made the purchase direct from the Booksellers for themselves, and at the same time they are stimulated to do something for themselves as well as to ask that something may be done for them. It is believed that some such plan might be carried into effect in our own State greatly to the profit of the whole community."

In regard to the State of New York, the Chief Superintendent of Education in Upper Canada, in his Special Report to the Legislature in 1858, says:—

"The unsatisfactory working and declining state of the Public School Library System in the State of New York, as detailed in the Report, is a sufficient illustration of the fruits of what is demanded by the Bookselling Assailants of our Public Library System, in a Country where the private Book Trade is much more extended in its supplies and operations than in Upper Canada.

"Whether, therefore, our system of providing Public Libraries, as well as Maps, Globes, and other School Apparatus, be considered in regard to the higher, or lower, grounds above stated, the conclusion is that which was expressed by the President of the American Association for the Advancement of Education at a late Anniversary of that noble society, as quoted by the Earl of Elgin in a speech at Glasgow, after his return from Canada. The Report says:—'The President made some remarks on the difficulty in the United States of procuring proper Libraries for Schools, keeping out bad Books and procuring good ones at reasonable rates, and he strongly recommended the system adopted by the Education Department at Toronto, Canada West.'"

Examples of the practice in other States, and in Nova Scotia, Australia, etcetera, (which are in the main similar to that in our own Province), will be found on pages 40 and 43 of the Special Report just quoted.*

As to the evils, even in our own Province, of placing works of a doubtful kind in the hands of youth, we refer to the painful cases on this subject mentioned in the *Journal of Education* for April, 1861, and the further illustrative papers on the subject in the *Journal* for November, 1865.

*Cautions and Warnings of American Educationists.*

I have already cited the opinion of two prominent American authorities in favour of the Depository system adopted in this Province. In the *Journal of Education* for June, 1867, will be found Regulations similar in effect to those in this Province, which have been adopted in Michigan, Maryland, Nova Scotia, and Australia.

We will now quote the following extracts from the Report of the Superintendent of Public Instruction for the State of Michigan on this subject. He says (after speaking of some other difficulties in carrying out their Library system):—

"But a worse evil grew up in the systematic plans of peddlers to palm upon the Libraries a mass of cheap, trashy, and often pernicious Literature. One or two wealthy Booksellers kept their peddling Agents traversing the State, and many are the tricks by which they boasted that they cajoled the Inspectors. A few Libraries were well

* It is worthy of note that the Editors of *two* of the papers which have attacked the Depository are *Booksellers*, while a third is closely allied to a prominent Publisher. The other two could not, of course, take sides against those who are constantly sending advertisements to their paper, and books for review.

selected and well kept; but so valueless for public good, and especially for the education of the young, had the great majority become, that all intelligent friends of Education desired a change."

(See an illustration of the existence of this pernicious system of peddling in our Province, given in *The Globe's* Book Trade Review for 1862, which I quote).

These "wealthy" and other "Booksellers" here mentioned were determined, however, not to permit their "Trade" to be interfered by State authority, and their next course of action in the interests of "the Trade" may be best gathered from the following notice, which the State Superintendent found it necessary to issue to the Schools:—

*Caution.*—School Officers are especially cautioned against travelling Book Peddlers, who, pretending to be Agents of the State Contractors, or asserting that they will sell cheaper than the contract prices, palm on to the Libraries inferior and cheap editions of the work selected, or of worthless Books in their places, and in common and frail bindings. Every Book on this list is contracted for at considerably less than the Publisher's retail price for the same in common binding, while the binding provided for by the contract is a much more expensive, as well as durable binding, than ordinary cloth, or even sheep binding.

In the State of New York, the Library System has, under the pernicious efforts of itinerant Vendors, as just pointed out, greatly declined. The New York *Teacher* thus gives some of the reasons for this decline:—

"The Trustees refuse to be troubled with the care of the Library. They exercise a low and pernicious taste in the selection of Books. Dark and bloody tales of war and bloodshed, the silly catch-penny publications of unprincipled Publishers, and the dry, uninstructive matter of some cheap old Book, usurp the place of the instructive, the elevating, the refining, the progressive issues of reputable Publishing Houses. Almost daily applications are made to the State Superintendent for permission to apply the Library money to the payment of Teachers' wages, and that, too, when the Section is destitute of many useful items of Apparatus; sometimes even of a Globe and Blackboard."

*Steps taken by the Education Department for Ontario to supply our Schools with cheap and useful Books, Maps, and Apparatus, Etcetera.*

It now remains for me to state what are the steps which have been taken by the Ontario Department to supply the School with Prize and Library Books, Maps and Apparatus. In 1850 and 1851, the Chief Superintendent of Education went to England and the United States, and made special and advantageous arrangements with Publishers there to furnish the Department with such Books, etcetera, as might be required, at the lowest rates. These arrangements have been revised from time to time. The last revision was made in 1867, when the Deputy Superintendent was authorized to proceed to England to confer with the leading Publishers personally on the subject, which he did, and made arrangements with about fifty (forty-seven) Publishers. For his Report to the Chief Superintendent on the result of his mission, see Chapter One of this Volume.

These arrangements for the purchase of Books, etcetera, having been explained to the Committee of the House of Assembly, appointed to enquire into the matter, together with the terms on which the Books are supplied to the Schools, the Committee reported to the House upon the facts as follows:—

"Your Committee have also made a thorough investigation of the Depository department, and find that the existing arrangements for purchasing stock are satisfactory, and well fitted for securing the same on the most favourable terms. The mode of disposing of the Books is equally satisfactory."

*Regulations of the Department for Selecting Library and Prize Books for the Schools—Lord Elgin's Opinion of them.*

In my Special Report in 1858, I thus referred to the Regulations for selecting Library and Prize Books for the Schools:—

"If anything could add force to the Official Documents referred to [detailing the establishment of our Library System], it would be the personal testimony of the Earl

of Elgin, who was Governor-General of Canada during the whole period of the establishment and maturing of the Normal and Library branches of the School System, who familiarized himself with its working, and aided on every possible occasion in its development. On one occasion, his Lordship happily termed the Normal School 'the seed-plot of the whole System;' on another occasion, with no less force of heart, he designated 'Township and County Libraries as the Crown and Glory of the Institutions of the Province.' On his resigning the Government of Canada, Lord Elgin prepared and presented to Her Majesty's Principal Secretary of State for the Colonies an elaborate Report of his Canadian administration.

"In that Report, dated December, 1854, he devotes several pages to a comprehensive view of our School System, including a minute account of the System of Public Libraries, and the general machinery and administration of the School Law and its results. . . . After adverting to the comparative state of Education in Upper Canada in the years from 1847 to 1853 inclusive, Lord Elgin proceeds as follows:—

"In the former of these years the Normal School, which may be considered the foundation of the system, was instituted, and at the close of the latter, the first Volume issued from the Education Department to the Public School Libraries, which are its crown and completion. If it may be affirmed of reciprocity with the United States, that it introduces an era in the commercial history of the Province; so may it I think be said of the latter measure, that it introduces a new era in its educational and intellectual history. The subject is so important that I must beg leave to say a few words upon it before proceeding to other matters. In order to prevent misapprehension, however, I may observe that the term School Libraries does not imply that the Libraries in question are specially designed for the benefit of Common School Pupils. They are, in point of fact, Public Libraries intended for the use of the general population; and they are entitled School Libraries, because their establishment has been provided for in the School Acts, and their management confided to the School Authorities.

"Public School Libraries then, similar to those which are now being introduced into Canada, have been in operation for several years in some States of the neighbouring Union, and many of the most valuable features of the Canadian System have been borrowed from them. In most of the States, however, which have appropriated funds for Library purposes, the selection of Books has been left to the Trustees appointed by the different Districts, many of whom are ill qualified for the task, and the consequence has been that the travelling Peddlers, who offer the most showy Books at the lowest prices, have had the principal share in furnishing the Libraries. In introducing the System into Canada, precautions have been taken, which, I trust, will have the effect of obviating this great evil.

"In the School Act of 1850, which first set apart a sum of money for the establishment and support of School Libraries, it is declared to be the duty of the Chief Superintendent of Education to apportion the sum granted for this purpose by the Legislature under the following conditions.—'That no aid should be given towards the establishment and support of any School Library, unless an equal amount be contributed, or expended, from local sources for the same object;' and the Council of Public Instruction is required to examine, and, at its discretion, to recommend, or disapprove of, Text Books for the use of Schools, or Books for School Libraries. 'Provided that no portion of the Legislative School Grant shall be applied in aid of any School in which any Book is used that has been disapproved of by the Council, and public notice given of such disapproval.'

"The Council of Public Instruction, in the discharge of the responsibility thus imposed upon it, has adopted, among the General Regulations for the establishment and management of Public School Libraries in Upper Canada, the following Rule:— 'In order to prevent the introduction of improper Books into Libraries, it is required that no Book shall be admitted into any Public School Library established under these Regulations, which is not included in the Catalogue of Public School Library Books prepared according to Law;' and the principles by which it has been guided in performing the task of selecting Books for these Libraries, are stated in the following extract from the Minutes of its proceedings:—

"'The Council regards it as imperative that no work of a licentious, vicious, or immoral, tendency, and no works hostile to the Christian Religion, should be admitted into the Libraries* . . . .'

["A want having been felt by Local Superintendents, and other local School Authorities, of a judicious selection of standard works of Fiction for the Public Libraries, it has been represented to the Council of Public Instruction that such a selection would, to a great extent, supersede the use of pernicious Literature in the Country, and would conduce to the elevation of literary taste, while the strong desire that is

* The first and part of the second of these paragraphs have been adopted in the new School Law and Regulations of New Brunswick relating to public libraries.

felt for light literature for the leisure hour could thus be innocently gratified. The Council acceded to the wish thus expressed in 1868, and have authorized a selection of approved works of fiction to be placed on the Catalogue].

"The Catalogue above referred to, and of which I enclose a copy, affords ample proof of the intelligence and liberal spirit in which the principles above stated have been carried out by the Council of Public Instruction. The Chief Superintendent observes, that in the case of the Libraries established up to the present time, the local Authorities have, in a large number of instances, assigned the task of selecting Books to the Chief Superintendent; that in some they have, by a Committee of one or more of themselves, chosen all the Books desired by them, and that in others they have selected them to the amount of their own appropriation, requesting the Chief Superintendent to choose the remainder to the amount of the apportionment of the Library Grant. The Chief Superintendent recommends the last as a preferable mode."

The total number of Volumes issued from the Education Department to Public Libraries in Upper Canada, from November, 1853, when the issue commenced, to the . . . end of 1860, was 237,648,—or, including those sent out as Prizes, 691,561, or nearly 700,000 Volumes,—nearly ten times the number sent out in Lord Elgin's time

*Regulations for the Supply of Library and Prize Books, Maps and Apparatus, to the Public Schools.*

These Regulations are as follows:—

"1. The Chief Superintendent will add one hundred per cent. to any sum or sums, not less than Five dollars, transmitted to the Department by the Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases, it will be necessary for any Person, acting on behalf of the Municipal, or Trustee, Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, to be sent, can always be made by the Department, when so desired.

*Four Kinds of Libraries which may be Established under the Departmental Regulations.*

"The Public School Libraries are becoming the crown and glory of the institutions of the Province."—*Lord Elgin.*

"Had I the power, I would scatter Libraries over the whole land, as the sower sows his seed."—*Horace Mann.*

Under the Regulations of the Department, each County Council can establish four Classes of Libraries in their Municipality as follows:—City, Town, Village, and Township Councils can establish the first three Classes, and School Trustees either of the First, or Third Classes.

1. An ordinary Common School Library in each School House for the use of the children and Ratepayers.

2. A General Public Lending Library, available to all the Ratepayers of the Municipality.

3. A Professional Library of Books on Teaching, School Organization, Language and kindred subjects, available to School Teachers and Superintendents alone.

4. A Library in any Public Institution, under control of the Municipality, for the use of the Inmates; or in the County Jail, for the use of the Prisoners.

We cannot too strongly urge upon School Trustees the importance and even necessity of providing, (especially during the Autumn and Winter months,) suitable reading Books for the Pupils in their School, either as Prizes, or in Libraries. Having given the Pupils a taste for reading and general knowledge, they should provide some agreeable and practical means of gratifying it.

*Professional Books Supplied to Local Superintendents and Teachers.*

1. In the Departmental Catalogue are given the net prices at which the Books and School Requisites enumerated therein may be obtained by the Public Educational Institutions of Ontario, from the Depository in connection with the Department. In each case, Cash must accompany the Order sent.

2. Text Books must be paid for at the full Catalogue price. Colleges, private and Sunday Schools, will be supplied with any of the articles mentioned in the Catalogue at the prices stated. Local Superintendents and Teachers will also be supplied, on the same terms, with such educational works as relate to the duties of their profession.

*Sunday School Books, Maps and Requisites.*

Books, Maps and other Requisites suitable for Sunday Schools, or for Library, or other Literary Associations, can, on receipt of the necessary amount, be supplied from the Depository, at the net prices, that is about twenty-five or thirty per cent. less than the usual current retail prices.

*Routine in the Department in regard to the Depository.*

From the Report of the Committee of the House of Assembly, and from the Memorandum of the Deputy Superintendent laid before the House of Assembly in 1869, with the Chief Superintendent's Return on the subject, there are the following passages relative to the Routine observed in the management of the Depository.

1. The Committee of the House of Assembly report as follows:—

2. The Memorandum of the Deputy Superintendent states that all orders for England or the United States for Books and Requisites are prepared by him for approval by the Chief Superintendent. Requisitions for Articles to be manufactured in the City are supervised by him, for approval by the Chief, before having them submitted to tender by the Clerk of Libraries. [Requisitions to the Stationery Office, and all orders for printing to the Queen's Printer from the Department and Normal School, are made in the same manner].

All Contracts, Agreements, Bills and Invoices, are examined, and payment recommended by the Deputy. Bills for articles despatched are compared with the Sales Paper, and approved by him before being sent off by post.

The selling prices of all Library and Prize Books, and all other School Requisites received from England and elsewhere, are, under the general scale approved by the Chief Superintendent, determined by the Deputy for the Clerk of Libraries, before their being marked and put away in their places.

The selection of Books for local School Libraries and Prizes, after revisal by the Clerk of Libraries, is examined and approved by the Deputy Superintendent before despatch. The object of this additional supervision is to see that the style, character, and number of the Books selected are in accordance with the order and wishes of the Municipal Council, or Grammar, Common, or Separate School Trustees sending the remittance. This care is the more necessary in cases—now becoming more numerous every year—when parties leave the selection of Library and Prize Books entirely to the Department. In such cases, regard is had to the condition of the School, the number and ages of the Scholars, the character of the neighbourhood, whether old, or new, settlement, and the attainments of the Pupils, the nature of the populaion, whether Protestant, or Roman Catholic, or mixed nationality whether Irish, Scotch, or German, etcetera, or any other peculiarity suggested by the parties sending the order, or incident to the case. (See remarks of the Trustees of Schools on page 168).

NOTE. Great care is taken to prevent the occurrence of mistakes in the Depository, and hitherto with very gratifying success. As a matter of routine, each Clerk having anything to do with an Order affixes his initials to it, indicating that part of it for which he is responsible. Thus, in case of complaint, which rarely occurs, any neglect, or omission, is readily traced. In a year's transactions, involving the sending out about $35,000 worth of material to the Schools, not more than from six to eight cases occur. When they do, the cause is fully inquired into, and every explanation given. In most instances, it has been found that the fault or oversight has been with the local parties themselves.

## THE EDUCATIONAL DEPOSITORY ASSAILANTS IN NEWSPAPERS.—REPLIES.

A section of the Booksellers, being represented by some of the Newspapers, in their attacks on the Depository, replies were sent to them as follows:—

### I. The Chief Superintendent to the Editor of The Globe.

In this morning's *Globe* I observe an editorial Article . . . on "The Government Book Store . . . ."

I shall not make any remark as to the tissue of inaccurate statements contained in your remarks; I desire simply to make the following observations:—

1. I have not read one of the Newspaper Articles (to which you refer). It is sufficient to say that the chief of those attacks in the Newspapers have come from certain Booksellers, and may be characterized as individual, against, public interest. I have assigned any needful vindication of that branch of the Department to those who have the immediate oversight and management of the Depository, simply suggesting that any misrepresentation should be corrected through the medium by which it is made,—in accordance with the advice of the late Lord Macaulay. He said:—

"No misrepresentation should be suffered to pass unrefuted. When a silly Letter makes its appearance in the corner of a provincial Newspaper, it will not do to say, 'What Stuff!' We must remember that such statements constantly reiterated, and seldom answered, will assuredly be believed."

2. If it can be shown that the public interests will be advanced by abolishing the Depository Agency of this Department for supplying the Municipal and School Authorities with the useful knowledge of cheap and sound Litertaure, no Persons will feel more relieved than those who have had most to do with the administration of this Agency.

3. But two Parliamentary investigations have been instituted on this subject,—the last of which presided over by the Honourable John McMurrich,—both have resulted in vindicating the Department from every charge brought against it, in demonstrating the public economy and advantage of the Depository. A similar investigation is courted in respect to any new charges, or repetition of old charges against the Department. I may remark that American Educationists, who have visited Canada and written on the subject, have, without exception, named the Canadian System, in this respect, to be the best in America. (See page 32 of this Volume).

In a forthcoming new Edition of the Depository Catalogue of this Department, it is proposed to give the Toronto Booksellers' prices in parallel Columns with the prices supplied to the Municipalities and School Authorities by the Department, and the expense to the Public of each. Thus your professed desire for cheap prices will be demonstrated. (See Schedule on page 171 herewith).

5. Among the most serious charges made by one of the principal complaining parties is this:—That the Department has refused to supply them with Lever's Novels.—including stories of such rollicking drunken Heroes as Harry Lorrequer, Charles O'Malley, Jack Hinton, etcetera,—the Council of Public Instruction, believing that there are too many of such characters in the Country already, without increasing their number, refused to sanction the spending of public money to buy and circulate Books to eulogize and applaud them, and place them in the hands of our Youth. This supervision and exclusion of such Books the *Perth Courier* objects to.

6. The Government provides its own Stationery and its Military Uniforms and Equipments for those requiring them, and does not leave it to private Stationers, Tailors, or Gunsmiths to do these things; the Government aids in supporting Public Schools, but only in support of Teachers publicly qualified, and according to Public Regulations; so it aids School and Municipal Authorities with School Apparatus, Prize and Library Books, but for those articles and Books only which, having been examined, are sanctioned by public authority, as a guarantee of public interests. Individuals

collectively and alone in any locality have the right of course, to buy and read such Books as they please, as they will buy and wear such Clothes and buy and use such Guns as they please; but national money and national authority should be employed only on what is guaranteed to be for the public good by some national authority. When the Government and Legislature choose to abdicate the functions it has exercised in these respects and abandon School interests, with their appointment of Teachers, Apparatus and Libraries to private caprice and speculation, then the principles on which the attacks upon the Depository branch of this Department will be fully carried out, and all public agencies of education and knowledge will be abolished.

Toronto, March 28th, 1870. Egerton Ryerson.

### II. The Deputy Superintendent to the Editor of The Globe.

Permit me to correct some errors, in regard to the Educational Depository, into which the anonymous Representative of the "Book Trade" has fallen in his Letter published in *The Globe* of this morning.

1. He assumes that the Departmental Regulations published by a Member of the "Young Men Christian Association" in the Globe of the 29th ultimo are new, whereas they have been in existence and acted on for years. . . . Mechanics' Institutes and Sunday Schools have been supplied with Books, Maps, etcetera, since 1851; and one of our earliest Regulations of the Department was that Sunday Schools and Teachers should be furnished with Books relating strictly to their duties, or profession.

2. Not a single Book, etcetera, has ever, to my knowledge, been sold in the Depository to a private individual; so careful are we on this point, that even the Booksellers themselves cannot get Books, Maps, etcetera, from us without giving, in writing, the name of the School for which they may require them.

3. As to the "silence" of the Department in regard to "its returns of gain, or profit," I refer you to the Report of the Committee of the House of Assembly. In that Report the facts and figures of "the gain and profit" of the Depository are given in detail. Our Stock Books and yearly Balance Sheets will show how carefully these matters have been looked after, and loss and depreciation of stock provided for. The Depository pays its own expenses, of Salaries, Freight, Duty, Insurance, Printing and other Contingencies, and leaves a small yearly surplus, which goes into the "Public Chest," to the credit of the Province. (See page 32 of this Volume).

4. In regard to the statement that the Depository is injurious to the Book Trade of the Province, let me answer it in words of a Memorial presented to the Legislature by Messieurs James Campbell and other Booksellers of Toronto in 1858.

"Your Memorialists are of the decided opinion that the establishment of the Educational Depository has done a great deal, in fostering a desire for literature among the people of Canada, and has indirectly added to the wealth of persons in the Book Trade, inasmuch as the desire for general literature has been supplied through their means; and your Memorialists would respectfully refer for a proof of this to the Customs Returns attending this branch of trade in the Province of Canada.

"Your Memorialists would further urge the fact that the destruction of the Depository would be attended with grave consequences to the people of Canada, seeing that a pure and healthy fountain of literature would be destroyed, and the advantage lost that Public Schools have enjoyed of forming the nucleus of Public Libraries at an easy and reasonable rate."

Toronto, April 8th, 1870. J. George Hodgins.

### The Book Trade of Toronto, 1869, 1870.

The Toronto *Telegraph* thus refers to the state of the Book Trade of Toronto in 1870:—

This important branch of Trade continues each year to show a marked and steady advance in the Country; and it is a gratifying feature to the Educationist and Legislator, as well as to every one who is interested in the intellectual progress of the

people, that there exists an increasing desire for reading among the masses and an improved and more wholesome taste in the selection and character of that reading..

*The Globe* also says that:—

The Magazine and Periodical trade is largely on the increase, and both the English and American press teem with new and old issues in this line. The new series of Reading Books still remains in use, which with some others added to the list, are the work of our own Publishers, who have now completed arrangements to produce the whole of their series in this Country. There is no reason why the greater part of the School Books used should not be of native production. In fact the Book and Stationery Trade during the year 1869 has been marked with a spirit of enterprise and progression, from which we augur future and permanent success.

## THE BOARD OF EDUCATION IN VICTORIA, AUSTRALIA, ON THE UPPER CANADA EDUCATIONAL DEPOSITORY SYSTEM.

### I. Letter from the Secretary of the Board of Education, Colony of Victoria, Australia, to the Chief Superintendent of Education.

The attention of the Board of Education of Victoria has been called to the arrangements made by the Deputy Superintendent of Education for Ontario, when in England, for the supply of Books and School Requisites, as stated in your Annual Report on Education in Upper Canada, for the year 1867.*

In that Report it is stated that "after sundry conferences and explanations (with several of the Publishers), they were at length induced, with two, or three, exceptions, to agree to an additional discount for cash, of 2½, 5, 7½, or 10 per cent., (as the case might be), over and above their former rates of discount allowed to the Department. Five per cent. was the average additional discount which I was thus enabled to secure for the Department, together with the advantage, in most cases, as heretofore, of the old books, videlicet:—7 as 6¼, 13 as 12; or 25 as 24."

Again, the Deputy Superintendent further remarks, that "apart from these personal characteristics of individual Publishers, the publishing trade of Britain seems to have divided itself into two great branches:—1st, the Publishers of miscellaneous Books of all kinds, the copyright of which has either expired, or has never existed in England; and 2nd, those who chiefly confine themselves to the publication of copyright Books. There are several intermediate degrees between these two main divisions, but they can be generally classified under either head. With the former class, who had little, or no, copyright to pay, I was enabled, with one or two exceptions, to make highly advantageous terms; with the latter, who had copyright to pay on nearly every one of their Books, I did not, of course, expect to do as well. There were, however, some gratifying exceptions, while the freshness, originality and excellence of their publications quite made up for the difference in the cost of their Books."

Again,—"Without giving in this Report the specific terms, which I was enabled, on behalf of the Department, to make with the various Publishers, (most of them being special and confidential), I think it but justice to those who acted liberally to our Public Schools to classify them as follows:"— . . . .

With reference to the above, I am desired by the Board of Education to express their gratification at seeing that such satisfactory arrangements have been made in regard to this matter, and to state that, as this Board are unable to adopt a similar plan of sending an Agent to Europe because of the great distance, it would be conferring a great obligation upon them if you gave them the benefit of your Agent's assistance, by furnishing a list of the prices paid to Publishers by your Department,

*This Report is printed in Chapter One of the Twentieth Volume of this Documentary History.

and any other information on the subject, which would prove valuable to the cause of Education in this Colony.

MELBOURNE, 15th, June, 1869. B. F. KANE, Secretary.

P. S.—It will be understood that, if desired, any information furnished to this Board will be treated as confidential.

NOTE. A reply to this Letter was sent by the Chief Superintendent, in which he stated that he would write a Circular to the English Publishers, requesting them to communicate direct with the Secretary of the Board of Education in Melbourne for the reasons given in the Circular. The following is a copy of the Circular sent to the English Publishers by the Chief Superintendent:—

I have the honour to state that a Letter, (a copy of which is appended), has been received by this Department from the Government Board of Education for the Colony of Victoria, Australia. As the arrangements made with your House, on behalf of the Department, for the supply of the Public Schools of this Province, with Library and Prize Books and other School Requisites, was, in its nature, confidential, I do not feel at liberty, without your knowledge and concurrence, to comply with the request contained in the accompanying Letter.

I think it would be better for you to communicate with the Secretary of the Board of Education at Melbourne direct, and make any arrangement with him which the Board may desire, for the supply of the Schools in Victoria, with Books and School Requisites, as in this Province.

I trust that, as the Australian Board desires to avail itself of the advantages derived by the arrangement made by this Department with your House, you will endeavour to meet its wishes as far as possible.

If you have not already done so, I will thank you to send me your latest Trade List and Catalogue.

TORONTO, 4th September, 1869. EGERTON RYERSON.

## CHAPTER XVI.

## DRAFT OF BILL TO IMPROVE THE COMMON AND GRAMMAR SCHOOLS OF ONTARIO, 1870, 1871.

I. LETTER FROM THE CHIEF SUPERINTENDENT OF EDUCATION TO THE PROVINCIAL SECRETARY.

The present School Law requires the Chief Superintendent of Education to submit annually to the Governor "such statements and suggestions for improving the Common Schools and Common School Laws, and promoting Education generally, as he may deem useful and expedient." In the performance of this part of my prescribed duties, I have the honour to submit to the favourable consideration of the Government, with a view to its being introduced into the Legislative Assembly, the accompanying Draft of Bill, for the improvement of both the Common and Grammar Schools, and for the more practical and thorough education of the youth of the Country. The objects of this Bill are as follows:—

*First.*—To remedy certain defects in the existing School Laws, and thereby relieve Trustees and other local parties from inconveniences and embarrassments in the discharge of their duties, on account of these objects in several Sections of the existing School Law.

*Secondly.*—To provide for the Uniform Examination and Classification of Common School Teachers, and to make First and Second Class Certificates of Qualification, permanent during good behaviour, and available throughout the Province.

*Thirdly.*—To provide for the more thorough inspection and oversight of the Schools, by duly qualified Inspectors, or County and City Superintendents.

*Fourthly.*—To make all the Common Schools Free by Law, and thus end the disputes which annually occur in many School Sections on the subject.

*Fifthly.*—To provide for the establishment of Industrial Schools for idle and Vagrant children, in Cities, Towns and Villages, where they may be deemed desirable by the local School Authorities. [See a Chapter on these Schools further on].

*Sixthly.*—To provide, as far as practicable, that each child in the land, from the age of seven to twelve years inclusive, shall have the advantage of at least four months' instruction annually in the Common Schools.

*Seventhly.*—To provide for teaching in the Schools the elements of Physical Science in connection with the Agricultural, Mechanical and Manufacturing pursuits, and thus render practical help to these great material interests of the Country.

In this Draft of Bill, I have embodied the substance of both the Common and Grammar School Bills laid before the Legislative Assembly at its last Session of 1869, 1870, omitting, or modifying, those Sections of it, to which any serious objections were made. The general provisions of the Common School Bill of last year have specially excited much attention and interest, and have met with very general approval. This may be seen by referring to the extracts from the Reports of Local Superintendents, as given in the Appendix of my Anual Report for 1869, pages 51, 52, 54, 55, 57, 59, 68, 69, 71, 95, 98, 103, 106, and there are but two, or three, instances where the subject is referred to in these Reports, in which regret is not expressed at the suggested improvements proposed in the School Bill of last year not having become Law.

After each Section of the accompanying Draft of Bill, I have inserted (in brackets) the remarks, (when thought necessary), in order to explain it, and to show its necessity.

I will, therefore, only further direct attention to one of the great objects of the Bill, namely, to make our Common Schools more directly and effectively subservient to the interests of Agriculture, Manufactures and Mechanics.

In my first Special Report on "a System of Public Elementary Education for Upper Canada," laid before the Legislature in 1846,* I stated the institutions necessary for these purposes; and in the concluding remarks of my last two Annual Reports, I have expressed strong convictions on the subject. When we consider the network of Railroads which are intersecting, as well as extending from one end to the other of, our Country, the various important Manufactures which are springing up in our Cities, Towns and Villages, and the Mines which are beginning to be worked, and which admit of infinite development, provision should undoubtedly be made for educating our own Mechanical and Civil Engineers, and chief workers in Mechanics and Mines; but I here speak of the more elementary part of this work of practical Education, which should be given in the ordinary Public Schools.

It must be admitted that, although the general organization of our Public School System is much approved, and, although the Schools themselves have improved; yet that the knowledge acquired in them is very meagre,—extending for practical purposes very little, and in many cases not at all, beyond what have been termed the three R's—Reading, 'Riting and 'Rithmetic, and that rather elementary. If the System of Schools cannot be greatly improved, what is taught in the Schools should be greatly advanced and extended. I entirely agree with the Honourable John Carling, Commissioner of Agriculture, who, in a late able Report, remarks:—

"Notwithstanding the great advancement we have made within a period comparatively short, I have a growing conviction that something more is required to give our education a more decidedly practical character, especially in reference to the Agricultural and Mechanical classes of the community, which comprise the great bulk

* This Report is printed in Chapter VII of the Sixth Volume of this Documentary History.

of the population, and constitute the principal means of our wealth and prosperity. What now appears to be more specially needed in carrying forward this great work is, in addition to the ordinary instruction in Common Schools, the introduction of the elementary instruction in what may be termed the foundation principles of Agricultural and Mechanical Science."

What Doctor Lyon Playfair has remarked, in an opening Address to the Educational section of the Social Science Congress lately held at Newcastle, in regard to English Elementary Schools and the teaching of practical Science in them, applies largely to Canada:—

"The educational principle of Continental Nations is to link on Primary Schools to secondary improvement Schools. The links are always composed of higher subjects, the three R's being, in all cases, the basis of instruction; elementary Science, and even some of its applications, is uniformly encouraged and generally enforced. But, as we have no Schools corresponding to the secondary improvement Schools for the working classes, we suppose we can do without them, used as links. No armour-plate of knowledge is given to our future of Artizan but a mere veneer of the three R's, so thin as to rub off completely in three or four years of the wear and tear of life. Under our present system of elementary teaching, no knowledge whatever, bearing on the life-work of a people, reaches them by our System of State Education. The Air they breathe, the Water they drink, the Tools they use, the Plants they grow, the Mines they excavate, might all be made the subjects of surpassing interest and importance to them during their whole life; yet of these they learn not one part. Yet we are surprised at the consequence of their ignorance. A thousand men perish yearly in our Coal Mines, but no School Master tells the poor Miner anything of the nature of the explosive Gas which scorches him, or of the after Damp which chokes him. Boilers and Steam-engines blow up so continually that a Committee of the House of Commons is now engaged in trying to diminish their alarming frequency, but the poor Stokers, who are scalded to death, or blown to pieces, were never instructed in the nature and properties of them. In Great Britain alone more than one hundred thousand people perish annually, and at least five times as many sicken grievously, out of pure ignorance of the laws of Health, which are never taught them at School. The present System is truly ignoble, for it sends the working man into the world in gross ignorance of everything that he has to do in it. The utilitarian system is noble in so far is it treats him as an intelligent being who ought to understand the nature of his occupation, and the principles involved in it. The great advantage of directing education towards the pursuits and occupations of the people, instead of wasting it on dismal verbalism, is that while it elevates the individual, it, at the same time, gives security for the future prosperity of the Nation. There are instances of Nations rich in natural resources of industry, yet poor from the want of knowledge how to apply them; and there are opposite examples of Nations utterly devoid of industrial advantages, but constituted of an educated people who use their Science as a compensation for their lack of raw material. Spain is an example of the first class, and Holland of the second."

In further illustration of this subject, I desire to add a few words by Professor Agassiz, formerly a distinguished Teacher in Switzerland, latterly a more distinguished Professor in the United States. In an Address at an Educational Meeting in Boston "on the Desirability of introducing the Study of Natural History into our Schools, and of using that instruction as a means of developing the faculties of children and leading them to a knowledge of the Creator," Professor Agassiz observes:—

"I wish to awaken a conviction that the knowledge of Nature in our days lies at the very foundation of the prosperity of States; that the study of the Phenomena of Nature is one of the most efficient means for the development of the human faculties, and that, on these grounds, it is highly important that this branch of education should be introduced into our Schools as soon as possible. To satisfy you how important the study of Nature is to the community at large, I need only allude to the manner in which, in modern times, man has learned to control the forces of Nature, and to work out the material which our Earth produces. The importance of that knowledge is everywhere manifested to us. And I can refer to no better evidence to prove that there is hardly any other training better fitted to develop the highest faculties of man than by alluding to that venerable old man, Humboldt, who was the embodiment of the most extensive human knowledge in our day, who acquired that position, and became an object of reverence throughout the World, merely by his devotion to the Study of Nature. If it be true, then, that a knowledge of Nature is so important for the welfare of States, and for the training of men to such high positions among their fellows, by the development of their best faculties, how desirable that such a Study should form part of all Education! And I trust that the time when it will be introduced into our Schools wil only be so far removed as is necessary for the preparation of Teachers

capable of imparting that instruction in the most elementary form. The only difficulty is to find Teachers equal to the task, for, in my estimation, the elementary instruction is the most difficult. It is a mistaken view with many, that a Teacher is always efficiently prepared to impart the first elementary instruction to those entrusted to his care. Nohing can be further from the truth; and I believe that in entrusting the education of the young to incompetent Teachers, the opportunity is frequently lost of unfolding the highest capacities of the Pupils, by not attending at once to their wants. I have been a Teacher since I was fifteen years of age, and I am a Teacher still, and I hope I shall be a Teacher all my life. I do love to teach; and there is nothing so pleasant to me as to develop the faculties of my fellow beings who, in their early age, are entrusted to my care; and I am satisfied that there are branches of knowledge which are better taught without Books than with them; and there are some cases so obvious that I wonder why it is that Teachers always resort to Books when they would teach some new branch in their Schools. When we would study Natural History, instead of Books let us take specimens--Stones, Minerals, Crystals. When we would study Plants, let us go to the Plants themselves, and not to the Books describing them. When we would study Animals, let us observe Animals."

These means, to a limited extent have been successfully acted upon in our Normal and Model Schools, but I propose to carry them into more certain and general operation, by an additional Lectureship in the Normal School for the special purpose of preparing Teachers to teach the subjects indicated in the Common and High Schools, and to make the teaching of them a part of the Programme of Instruction in our Public Schools. We have, already, in the Educational Museum the specimens of Models necessary for a School of both the Fine, and some of the Mechanical, Arts; and I trust there will soon be supplemented Schools of Mechanical and Civil Engineering, if not of Architecture, as also of Manufactures and Agriculture. But what I here propose relates to the elementary education which may be imparted on these subjects in the Common and High Schools, for which it is also proposed to provide for a more thorough and practical inspection.

I have now entered upon the Twenty-seventh year of my labours in the Department of Public Instruction; and herewith submit my final recommendations for improving our School System, and the character and usefulness of our Public Schools.

TORONTO, 30th November, 1870. EGERTON RYERSON.

## DRAFT OF BILL TO IMPROVE THE COMMON AND GRAMMAR SCHOOLS OF ONTARIO, WITH BRIEF EXPLANATORY NOTES APPENDED TO EACH SECTION.

Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

1. All Common Schools shall be Free Schools; and the Trustees of School Sections, or Township Councils, and the Municipal Councils of Cities, Towns and Villages, shall, in the manner now provided by Law, levy and collect the Rate upon all taxable property of the School division, or Municipality, (as the case may be), to defray the expenses of such Schools, as determined by the Trustees thereof.

[*Remarks on the First Section.*—Since 1850 it has been left to the Ratepayers in each School division to decide annually whether the Schools should be free, or partly supported by Rate Bill on Pupils attending the School. The principle, that a Common School Education is the right of every child in the land, and that every man should contribute, according to his property, to the education of every child in the community, by whose influence and labours such property is protected and rendered valuable, has greatly obtained, so that Free Schools have increased from one hundred to five hundred per annum, until upwards of four thousand of the four thousand four hundred Common Schools have been made free by actual experiments, and by the annual discussions and votes in these Primary Meetings of the people; and the demand has been very general for several years, that all the Common Schools should now be made Free by Law, and all local disputes on the subject be thus terminated].

2. Each School Corporation shall provide adequate Accommodations for all children of School age in their School division, or Municipality, in conformity with Regulations which shall be prepared according to Law.

[*Remarks on the Second Section.*—This Section naturally follows from the preceding one; for if the School is to be Free to any child of School age, School House Accommodation should be provided accordingly. This Section, simple in its form, is substituted for the much objected to Section of the School Bill of last Session, giving a County Superintendent discretionary power of judging of the suitableness of School House Accommodations, as in the case of the State of New York].

3. Every child, from the age of seven to twelve years inclusive, shall have the right to attend some School for four months in each year; and any Parent, or Guardian, who does not provide that each child under his care shall attend some School, as thus of right declared, shall be subject to the penalties hereinafter provided by this Act; Provided always, that the absolute right of selecting either a Public, or Private, School, for the attendance of any child, shall be with the Parent, or Guardian, of such child. Provided nevertheless, that any Pupil who shall be adjudged so refractory by the Teacher and County Inspector, that his presence in the School is deemed injurious to the other Pupils, may be dismissed from such School, and, where practicable, removed to an Industrial School.

[*Remarks on the Third Section.*—The provision in this Section is the legitimate consequence of the principle involved in the First Section; for if every man is to be taxed according to his property, for the Common School Education of every child in the land, every Taxpayer has a right to claim that every child shall be educated; otherwise, it is raising money by taxation under false pretences].

4. It shall be competent for the Police Magistrate of any City, or Town, and for any Magistrate in any Village, or Township, or Town, where there is no Police Magistrate, to investigate and decide upon any complaint made by the Trustees, or any Person authorized by them, against any Parent, or Guardian, for the violation of this Act, and to impose a fine not exceeding . . . dollars, and imprisonment until paid, for the first wilful offence, and double that penalty for each subsequent offence, which fine and penalty shall be enforced as provided in the One hundred and fortieth Section of the Consolidated School Act; Provided always, that it shall be the duty of such Magistrate to ascertain, as far as may be, the circumstances of any party complained of, and whether such alleged violation has been wilful, or has been caused by extreme poverty, or too great a distance from any School, or the child is being otherwise educated; and, in either of the latter cases, the Magistrate shall not award punishment, but shall report the circumstances to the Trustees of the division in which the offence has occurred.

[*Remarks on the Fourth Section.*—The necessity of this Section grows out of the preceding Sections; for if every man is to be taxed according to his property for the education of every child, and if every child has a right to School instruction, some provision is needful to secure both the Ratepayer and the child against the oppression and wrong which may be inflicted by an unnatural Guardian, or Parent. Society at large, no less than the parties immediately concerned, requires this protection; and the protecting provision in this Section is milder and more guarded than a corresponding one in the State of Massachussets, and other Countries where Common School Education is provided for and guaranteed to every child in the Country. According to this Section, no Parent, or Guardian, is liable to punishment whose wrong against society and his youthful charge is not wilful and criminal. If such a protecting Section in this mild and guarded form is found, on trial, to be insufficient for the purposes intended, a more stringent one can be enacted by the Legislature hereafter. But, I believe this Section will upon the whole secure the end proposed].

[N.B.—These first four Sections of the Bill are essentially connected with, and dependent upon, each other for their efficiency].

5. In each County, or union of Counties, there shall be one or more School Officers, to be called County Inspectors, who shall have charge of not more than one hundred Schools each; Provided always that there shall not be more than one such Officer in each Riding of a County.

6. Each City, or Town, shall be a County for the purposes of this Act, and the Inspector shall be called the City, or Town, Inspector, and shall possess all the powers of a County Superintendent in such City, or Town, except such as relate to investigating and deciding on School Trustee Election complaints, which now by Law devolve on the County Judge.

7. The qualifications of County, City, or Town, Inspectors shall, from time to time, be prescribed by the Council of Public Instruction, which shall determine the time and manner of Examination of Candidates for Certificates of Qualification, and grant Certificates of Qualification; and no one not holding such Certificate of Qualification shall be eligible to be appointed an Inspector.

[*Remarks on the Fifth, Sixth and Seventh Sections.*—In all educating Countries the thorough inspection of Schools is regarded as essential to their efficiency and improvement; and this cannot be done except by men who are competent to teach the Schools themselves. The want of practical and thorough inspection has undoubtedly been a serious impediment to any improvement in the Schools in many parts of the Province, nor can any improvement be expected in the Schools generally without an improved System of Inspection. It is an anomaly in our School System, on which I have remarked more than once, that while a legal standard of qualification is prescribed for Teachers of Schools, no standard of qualification whatever has been prescribed for the Superintendents of Teachers and Schools. The consequence is, that while some efficient and excellent Local Superintendents have been appointed, many Persons have been appointed from electioneering and kindred considerations, who are both incompetent and indifferent to the duties of the office. I have been assured by many County Councillors, that they would consider the legal defining of a Local Superintendent's qualifications for office as a great help in enabling them to resist improper electioneering pressure, and in the selection of the best qualified men for that important work. In the State of Pennsylvania, no one can be appointed to the office of County Superintendent but "a person of literary and scientific acquirements, and skill and experience in teaching." With our present system of Township Superintendents, there is not only no legal standard of qualifications, but experienced Teachers are practically excluded from the office, because the Salary attached to it is insufficient for their support, and they have, (as a general rule), no other profession or employment by which to gain a livelihood. But, if the sphere of the office is enlarged, so as to occupy the entire time of the Inspector, and to scure him a support, and if the qualifications of it are duly defined, then it is opened to the able and experienced Teacher, as the legitimate reward of his merits, and for the public interests. This is what is contemplated by the Fifth, Sixth, Seventh, Eighth, Ninth and Tenth Sections of this Bill. The average number of Schools in each electoral Riding is about fifty, although a County Council may appoint a Superintendent to the charge of one hundred Schools. Our American neighbours have thoroughly tried the systems of both Township and County Superintendents. The State Commissioner of Schools in Ohio says:—"Our System of Township Supervision of Schools has proved a lamentable failure. Similar systems in other States have uniformly failed. Any system of supervision for the country Schools must necessarily fail, that does not make provision for the employment of competent Superintendents, whose entire energies are given to the work." The value of local supervision, through the agency of competent County Superintendents, has been tested in other States. Pennsylvania adopted the system in 1854, New York in 1856, Illinois, Wisconsin, Maryland, West Virginia, California and several other States subsequently; and the testimony from each of them is, that it has proved a most valuable feature of their School System. The Superintendent of Public Instruction in Pennsylvania says:—"County Superintendents were first elected in this State in 1854, and it is not claiming too much for the office to say that it has vitalized the whole System. To it, more than to any other agency or to all other agencies combined, we owe our educational progress of late years."

[I may observe that more than four-fifths of the County School Conventions held in the several Counties of this Province two years since, desired duly qualified County Superintendents, in place of Township Superintendents. The services of several efficient County and City Superintendents may be regarded as a sufficient evidence of their qualifications; but for all new Candidates, experience in teaching should be deemed an essential qualification for the office, together with a knowledge of subjects taught in the Schools, which can be ascertained by Examination Papers sent, under seal, to the Warden, or some other County Officer, and opened at an appointed time and place, the same day, in every County of the Province, and with the Testimonials and Answers of Candidates to the Questions proposed, collected at an appointed hour, and returned to the Education Department at Toronto, where the Answers to the Questions will be examined, and the Certificates of Qualification issued accordingly. This is the method adopted by the Council of the London University in conferring Degrees. The Examination Papers are prepared by the appointed Examiners in London, and sent under seal to persons selected, in the principal Cities and Towns in Great Britain and Ireland, where Candidates repair, and where (under oath) the Examination Papers are opened on the same day and hour, and resealed at a given hour, with the Answers of Candidates, and returned to the Examiners, who decide upon the merits of the Answers,

and recommend the conferring of the Degrees accordingly. It is proposed to adopt the same method in this Province in giving First Class Provincial Certificates to Teachers].

[The terms "County and Township Superintendents" have been adopted by us from our American neighbours. The word Inspector is shorter than that of Superintendent, and is more expressive of the duties of the office; and it has been used from the beginning to designate the corresponding Officer in respect to Grammar Schools. It is proposed to employ it instead of Superintendent in connection with the Common Schools].

8. Each County Council, and each Board of Public School Trustees in a City, or Town, shall appoint from among those holding the necessary Certificate of Qualification, one person to be Inspector of Common Schools in such County, City, or Town; and in Counties, where there are, or shall be, more than fifty Common Schools, the County Council may appoint two Persons, according to the number of Schools, holding such Certificates, to be Inspectors, and prescribe and number the territorial limits of each; Provided, nevertheless, that any County, City, or Town, Inspector shall be subject to dismissal for misconduct, or inefficiency, by the Council, or Board, appointing him, or by the Lieutenant-Governor-in-Council; and the vacancy thus caused shall be filled from the list of those legally qualified by the Council, or Board, authorized to appoint such Inspector; Provided likewise, that no Inspector dismissed shall be reappointed, without the concurrence of the party who has dismissed him; and provided, furthermore, that in a County, where there are two County Inspectors, the Council of such County may, from time to time, change, or remove, such Inspectors from one Circuit, or Riding of the County to another.

[*Remarks on the Eighth Section.*—Most of the Counties are divided into electoral Ridings. In those few Counties which are not divided into Ridings, the number of Common Schools is less than one hundred. It is proposed to leave it to the direction of County Councils to appoint an Inspector for every fifty Schools, but not more than one for a Riding].

[The mode of appointing Inspectors is proposed to be left as it now is; but, as they have the distribution and payment of School moneys, and discharge most of their duties in connection with, or under, the instructions of the Education Department; as unfaithfulness, or deficiency in any of these respects, can only be known to the Department; and as one-half of their Salaries is propose dto be paid out of the Public Revenue, the power of dismissal for misconduct, or inefficiency, is proposed to be vested in the Lieutenant-Governor-in-Council as well as in the County Council,—thus affording better security for the faithful and efficient discharge of the duties of the office; but, in all cases, leaving to the County Council the power to fill the vacancy].

9. Each Inspector of Schools so appointed, shall have the oversight of all Common Schools in the Townships and Villages within the County, or union of Counties, or part of the County, or union of Counties, for which he shall be appointed, and shall have all the powers in each Municipality within his jurisdiction, and be subject to all the obligations conferred, or imposed by Law, upon "Local Superintendents," and which are conferred, or imposed by this Act, according to such instructions as may be given to him, from time to time, by the Chief Superintendent of Education.

[*Remarks on the Ninth Section.*—This Section simply defines the powers and duties of Conuty Inspectors, and needs no further explanation].

10. The remuneration of each City, or Town, Inspector of Schools shall be determined and provided for by the Board appointing him; the remuneration of the County Inspector shall not be less than five dollars per School per annum, to be paid quarterly, by the County Council, who shall also have authority to determine and provide for the allowance for travelling expenses; Provided also, that it shall be lawful for the Lieutenant-Governor-in-Council to direct the payment, out of the Consolidated Revenue, of a sum not exceeding Five dollars per School per annum to each County Inspector, in addition to what may be paid him by the County Council.

[*Remarks on the Tenth Section.*—The assistance thus proposed to be given by the Government towards providing for the remuneration of School Inspectors, will contribute universally to the efficiency of the office in every respect].

11. Each County Council, and the Board of School Trustees in each City, shall appoint a County, or City, Board of Examiners, for the examination and licensing of

Teachers, in accordance with the Regulations provided by Law, consisting of the County, or City Inspector, (as the case may be), and two, or more, other competent Persons, whose qualifications shall, from time to time, be prescribed by the Council of Public Instruction; Provided always, that in no such County, or City, Board of Examiners, the number of Members shall exceed five; and, in all cases, the majority of the Members appointed shall constitute a quorum for the transaction of business.

[*Remarks on the Eleventh Section.*—Both the State and County Boards of Examiners, in the neighbouring States, are composed of only three Members each. In Universities, seldom, if ever, more than two Examiners,—often not more than one, are appointed to examine for Degrees, or Honours, in particular subjects. In the present case, the Examination Papers, together with the value of the Answers, will be provided by the Education Department to every County, City and Town, Board of Examiners throughout the Province. Thus, the local Boards of Examiners will be relieved of the most tedious and difficult part of the work which they have heretofore performed; uniform examinations will be provided for all the Teachers of the Province, and much time and expense will be saved by reducing the numbers and labours of the County Boards].

12. It shall be the duty of the Council of Public Instruction, from time to time, by a Committee of its appointment, or otherwise, to prepare and prescribe a Programme and Papers for the uniform Examination and classification of Common School Teachers; Provided, that First Class Certificates of Qualifications of Teachers shall be awarded by the Council of Public Instruction only, and Second and Third Class Certificates by County and City Boards of Examiners only; And provided also, that First and Second Class Certificates, given under the authority of this Act, shall be permanent during the good behaviour of the Holders, and valid in all the municipalities of the Province; Provided likewise, that all existing Certificates of Qualification of Teachers shall remain in force until superseded by the Regulations and Programmes proposed under the authority of this Act; Provided furthermore, that all Local Superintendents of Schools shall continue in office, and discharge their duties as heretofore, until provision shall be made for the appointment of County Inspectors, under the authority of this Act.

[*Remarks on the Twelfth Section.*—The law has already authorized the Council of Public Instruction to do what is here prescribed as its duty; and the manner in which it is proposed to discharge this duty has been explained in the remarks on the preceding Eleventh Section of the Bill. It will be justly regarded as a boon to the profession of School Teachers, to provide that First and Second Class Certificates shall be for life, during good behaviour, and available in all parts of the Province. And it may be a matter of consideration whether First Class Certificates thus obtained shall not qualify the Holders, without further examination, not only to be Members of County Boards of Examiners, but also to be eligible for the office of County Inspector. The Teachers' Provincial Association has recommended that no Person shall be eligible for a First Class Certificate who shall not furnish proof of having been a successful Teacher during five years].

13. It shall also be the duty of the Council of Public Instruction, by the training of Teachers, the Programme of Studies, the selection of Text Books, and special Regulations, to provide for teaching in the Public Schools, the Elements of Natural History, of Agricultural Chemistry, of Mechanics, and of Agriculture.

[*Remarks on the Thirteenth Section.*—This important Section is intended to provide for introducing a new feature into our whole System of Public School instruction. On the nature and importance of this provision, to render the teaching in our Normal, Common and High Schools more practically and directly subservient to the interests of Agriculture and Manufactures, I have remarked, in my preliminary observations on the objects and scope of this Bill. I need not repeat them here. It is proposed that there shall be an additional Mastership, or Lectureship in the Normal School, for the special training of a class of Teachers to teach the elements of Natural Science, with special reference to Agriculture and Manufactures—including the elements of Agricultural Chemistry and Agriculture, Natural History and Mechanics: to make these subjects parts of the instruction given in the Public Schools, and make special appropriations to those Schools in which they shall be efficiently taught].

14. The Municipal Council of each County, or union of Counties, shall have authority, if it shall deem it expedient, to form any of the Townships within its jurisdiction into one School Municipality, as is each City and Town, and to establish

a Township Board of Common School Trustees, as now provided by the Thirty-second Section of the Consolidated Common School Act.

[*Remarks on the Fourteenth Section.*—Ever since 1850, there has been a provision in the School Acts for the establishment of Township Boards, as contained in the Thirty-second Section of the Consolidated School Act; but by the unfortunate wording of that Section, no such Board can be established without a majority of votes in every single School Section of the Township. It has occurred that out of twenty School Sections in a Township, the majority of the Ratepayers in nineteen of them voted for the establishment of a Township Board, but the majority in one Section voted against it, and thus defeated the wishes of the nineteen-twentieths of the Ratepayers. Under these circumstances, the Thirty-second Section of the School Act has remained a dead letter for twenty years, and no fair means have existed as yet to give it a trial, although a large majority of the County School Conventions, on two occasions, have voted to do so. It is, therefore, proposed to leave it to the Municipal Council of each County, when the circumstances and opinions of competent Persons in any Township may render it desirable to form such Township into one School Municipality, under one Board of Trustees, as is the case in Cities, Towns and Villages, doing away with the inconvenience of separate School Section divisions and Rates, and leaving Parents free to send their children to the nearest School. After long trying the School Section System, Massachusetts, Pennsylvania, Ohio, and other States, have adopted the Township Board System, and pronounce it immensely superior to the School Section System. The County Council, if the experiment should not prove satisfactory, can, at any time, repeal its own by-law establishing such Board].

15. No School Section shall be formed, or recognized, after the year 1871, which shall contain less than fifty resident children, between the ages of five and sixteen years, unless the area of such section shall contain more than four square miles.

[*Remarks on the Fifteenth Section.*—This Section is designed to prevent the formation, or continuance, of too small Sections,—an evil which requires a remedy, as in some Townships, Sections have been formed so small as to be too weak and poor to support a good School for even half of the year].

16. The majority of the Trustees, or any three Ratepayers of a School Section, shall have the right of appeal, or complaint, to their County Council against any By-law, or Resolution, which has been passed, or may be passed by their Township Council, for the formation, or alteration, of their School Section; and it may and shall be lawful for such County Council to appoint a Committee of not more than five, or less than three, competent Persons, (one of whom shall be a County Inspector, and a majority of whom shall form a quorum), to investigate the matter of such appeal, or complaint, and confirm, or disallow, the By-law, or Resolution, complained of; and on the representation and petition of the majority of the Trustees, or Ratepayers, of two, or more, School Sections in a Township, present at special Meetings called for that purpose, the County Council shall have authority to appoint a Committee of not less than five competent Persons, (of whom a County Inspector shall be one, and a majority of whom shall form a quorum), to revise and alter the boundaries of the School Sections of such Township, as far as such Committee shall judge expedient; Provided always, that no Person shall be competent to act on either of the Committees mentioned in this Section of this Act, who was a Member of the Township Council that passed the By-law, or Resolution complained of; And provided also, that the alterations made in the boundaries of any School Section by such Committee, shall not take effect before the end of the year during which they shall be made, and of which alterations due notice shall be given by the Inspector to the Clerk of the Township, and to the Trustees of the School Sections concerned.

[*Remarks on the Sixteenth Section.*—In no part of the administration of the School System has there been so much complaint as in the formation and alteration of School Sections. The power to form and alter School Sections was once vested in the Local Superintendents, as it still is in one or two of the neighbouring States; but, on account of loud complaints as to its frequent injudicious and partial exercise, the power was placed in other hands. The Township Council has been empowered to form and alter School Sections within its jurisdiction at its descretion. This power has been generally exercised with prudence and judgment; yet, as each Council sonsists of from three to five Members, all of whom are residents of the Township, and interested in the Section within the limits of which they respectively reside, it is complained that,

in many cases, they form such Sections for their own convenience, and other Sections for the special convenience of their supporters at elections, while other Sections are laid out in straggling forms, to the great disadvantage of many Ratepaying Parents of children. How far these complaints are well-founded it is not for me to say; but it is desirable that there should be the right and opportunity of appeal from parties so interested to an impartial and competent tribunal. After much consideration, and large consultation, the tribunal of appeal proposed by this Section is deemed the best which can be devised in the circumstances, in the absence of Township Boards of Trustees, which would, of course, end all the disputes arising out of School Sections].

17. On the selection of land, as provided by Law, for a School Site, for the erection of a School House and necessary Buildings, or for enlarging School premises, if the owner of such land shall refuse to sell the same, or shall demand therefor a price deemed unreasonable by the Trustees, the proprietor of such land and the Trustees shall each forthwith select an Arbitrator; and the Arbitrators thus chosen and the County Inspector, or any two of them, shall appraise the damages to the Owner of such land, and upon the tender of payment of the amount of such damages to the Owner by the School Trustees, the land be taken and used for the purpose aforesaid.

[*Remarks on the Seventeenth Section.*—This Section provides a remedy for difficulties which have been experienced in many School Sections in obtaining a Site for a School House. This provision is a simplification of what is provided by Law, in similar cases, in laying out public highways, and is adopted from a corresponding provision in the School Law of Massachusetts].

[N.B.—The following Sections, to the Thirtieth inclusive, are designed to correct defects which have been experienced for many years, by Trustees and other local parties, in working out the School Law, and do not require explanation. The correction of these defects will relieve from many embarrassments, and aid very much in the local administration of the School Law].

18. On the formation, or alteration, of a union School Section, or division, under the authority of the Fifth Section of the School Law Amendment Act of Eighteen hundred and sixty, it shall be the duty of the County Inspector concerned forthwith to transmit a copy of the Resolution, by which the formation, or alteration, was made, to the Clerk of the Municipality affected by such Resolution; Provided also, that it shall be competent for any County Inspector to call a Meeting of the parties authorized to form and alter Union School Sections, and it shall be lawful for the Trustees of any Union School Section to equalize the Assessment on the basis adopted by the County Council.

19. Should the Township Clerk neglect, or refuse, to prepare and furnish the Map of the School divisions of his Municipality, as required by the Forty-ninth Section of the Consolidated School Act, he shall render himself liable to a penalty not exceeding Ten dollars, to be recovered before a Magistrate, for the School purposes of his Municipality, at the instance of any Ratepayer thereof.

20. The Trustees of any School Section, or Municipality shall have the same authority to provide a Residence for a School Teacher that they now have by law to provide School Accommodations.

21. The Report of the School Trustees required by Law to be laid before the Annual School Meeting of the Section, shall include a summary of their proceedings and state of the School during the year, together with a detailed statement of Receipts and Expenditure, signed by either or both of the School Auditors of the Section, and, in case of difference of opinion between the Auditors on any matter in the Accounts, it shall be referred to and decided by the County Inspector.

22. Should the Secretary of a Trustee Corporation neglect, or refuse, at any time, to give notice of a School Trustee Meeting, it shall be lawful for any Trustee to do so, by giving notice of such Meeting to his Colleagues.

23. All moneys collected in any School Section by the Trustee Corporation, shall be paid into the hands of the Secretary-Treasurer thereof; and should the Trustees refuse, or neglect, to take proper security from such Secretary-Treasurer, they shall be held to be personally responsible for such moneys, and the provisions of the One hundred and thirty-seventh Section of the Consolidated School Act shall apply to them.

24. Any Chairman of a School Meeting, who may be elected School Trustee at such Meeting, shall make the declaration of office now required of Trustees by Law, in presence of the Secretary of such Meeting.

25. Should the majority of the School Trustees, or the majority of a public School Meeting neglect, or refuse, in case of a difference in regard to a School Site, to appoint an Arbitrator, as provided in the Thirtieth Section of the Consolidated School Act, it shall be competent for the County Inspector, with the Arbitrator appointed, to meet and determine the matter, and the County Inspector, in case of such refusal, or neglect, shall have a second, or casting, vote, provided they should not agree.

26. Should only a majority of the Arbitrators appointed to decide any case under the authority of the School Laws of this Province, be present at any lawful Meeting, in consequence of the neglect, or refusal, of their Colleagues to meet them, it shall be competent for those present to make and publish an Award upon the matter or matters submitted to them, or to adjourn the Meeting for any period not exceeding ten days, and give the absent Arbitrator notice of such adjournment.

27. All matters of difference between Trustees and Teachers, authorized and required by the Eighty-fourth, Eighty-fifth, Eighty-sixth, and Eighty-seventh Sections of the Consolidated School Act, 22nd Victoria, Chapter 64; the Ninth Section of the School Laws Amendment Act, 23rd Victoria, Chapter 49; and the Ninth Section of the Grammar School Improvement Act of 1865, 29th Victoria, Chapter 29; to be settled by Arbitration, shall hereafter be brought and decided in the Division Court by the Judge of the County Court in each County, and the said Sections of the said Acts are hereby repealed; Provided always, that the decision of any County Judge in all such cases may be appealed from, as provided in the One hundred and eighth and five following Sections of the said Consolidated Common School Act, and the Twenty-eighth Section of this Act.

28. Any Division Court Judge, receiving an intimation of appeal from his decision, under the authority of the One hundred and eigth and five following Sections of the Consolidated School Act, shall thereupon certify, under his hand, to the Chief Superintendent of Education, the statement of claim and other proceedings in the Case, together with the evidence and his own judgment thereon, and all objections made thereto.

29. The Summer Vacations of all the Public Schools shall be from the fifteenth day of July to the fifteenth day of August, inclusive.

30. Several Sections and Sub-sections of the Consolidated Common School Act for Upper Canada, 22nd Victoria, Chapter 64, shall be amended as follows:—

(1) The Twenty-third Section, after the words "twenty dollars," shall read, "to be sued for and recovered before a Justice of the Peace, by the Trustees of the School Section, or by any two Ratepayers, for its use."

(2) In the Second clause of the Twenty-seventh Section, the words, "and shall proceed in the same manner as ordinary Collectors of County, or Township Rates and Assessments," shall be amended to read as follows:—"and shall have the same powers and proceed in the same manner in his School Section and Township, as a Township Collector, in collecting Rates in a Township, or County, as provided in the Municipal Corporations and Assessment Acts."

(3) The Eighth clause of the same, (Twenty-seventh), Section shall be amended so as to read as follows:—To contract with and employ Teachers for such School Section, and determine the amount of their Salaries; but no Agreement between the Trustees and Teacher of any School Section shall be valid and binding on either party unless such Agreement has been made and signed as agreed to, at a Meeting, of which all Trustees have been duly notified."

(4) The Ninth clause of the same, (Twenty-seventh), Section, after the words, "School Section," shall be amended, so as to read as follows:—"but they, [the Trustees], shall not give such order in behalf of any Teacher, except for the actual time during which said Teacher, while employed, held a legal Certificate of Qualification."

(5) At the end of the twelfth clause of the same, (Twenty-seventh), Section, the following words shall be added:—"and in case of any omission, or mistake, in such Roll, the Township Council shall have authority to correct it."

(6) In the First clause of the Ninety-first Section, the words, "he shall apportion no money," shall read, "he shall apportion, but shall not give an order to pay money."

31. Wherever reference is made in any School Act to the Municipal Institutions or Assessment Acts, it shall be held to mean those Acts, or amendments to them which may be in force at the time of citing them, and performing any duty under their authority.

32. And whereas it is expedient that the whole System of Public Schools should be consolidated and united under one management, and that the Grammar Schools should be made effective in promoting the interests of a higher English and Commercial, as well as Classical, Education, it is hereby enacted, that from and after the sixth day of July next ensuing, the Boards of Grammar School Trustees in Cities, Towns and Villages shall cease to exist, and the Grammar and Common Schools in the Municipalities, or School divisions, shall be under the management of the Boards of Public School Trustees; and each of such Boards shall be a Corporation, and, in addition to the legal powers now possessed by Grammar and Common School Trustees, shall succeed to all the property, rights, obligations and powers of such Boards of Grammar and Common School Trustees in such Municipalities, or School divisions; Provided that the Common Schools shall hereafter be designated and known as Public Schools.

33. The Members of the Boards of Public School Trustees shall be elected and classified in the manner provided by Law for the election and classification of Common School Trustees in Cities, Towns, incorporated Villages and other School divisions, as the case may be; which elections shall be held on the second Wednesday in July next after the passing of this Act, commencing at ten o'clock in the forenoon. Provided always, that it shall be lawful for the Municipal Council of any City, Town, or incorporated Village within which a High School may be situated, to appoint and determine the continuance and succession in office of a number not exceeding four duly qualified persons, as Members of the Board of School Trustees, in addition to those authorized to be elected by the Ratepayers.

34. The Grammar Schools shall be designated and known as High Schools, in which provision shall be made for teaching the higher branches of an English and Commercial Education, including the Natural Sciences, with special reference to Agriculture, and, also, the Latin, Greek, French and German languages, to those Pupils, whose Parents, or Guardians may desire it, according to a Programme of Studies and Regulations, which shall be prescribed from time to time by the Council of Public Instruction, with the approval of the Lieutenant-Governor-in-Council.

35. All the provisions of the Grammar School Act shall, as far as is consistent with the provisions of this Act, apply to High Schools, their Trustees, Head Masters, and other Officers, as fully as they apply to Grammar Schools and their Officers; and the Board of Public School Trustees shall have the same power to provide for the accommodation and support of High Schools as they have, or may have, by Law to provide for the accommodation and support of the Common Schools under their management.

36. The Grammar School Grant shall be exclusively applied in aid of High Schools, and shall be apportioned and paid upon the same conditions as the Legislative School Fund is apportioned and paid in aid of Common Schools.

37. No Public, or High, School shall be entitled to share in the Fund applicable to it unless it is conducted according to the Regulations provided by Law; and each High School conducted according to Law, shall be entitled to an Apportionment of not less than Three hundred, and not more than One thousand dollars per annum, according to the average attendance of Pupils, proficiency in the various branches of Study, and the length of time each such High School is kept open, as compared with other High Schools.

38. The County, City, or Town, Inspector of Schools, the Chairman of the Board of Public School Trustees, and the Head Master of the High School shall constitute a Board of Examiners for the admission of Pupils to the High School, according to the Regulations and Programme of Examination provided according to Law; and it shall be the duty of the Inspector of High Schools to see that such Regulations are duly observed in the admission of Pupils to the High Schools; Provided, nevertheless, that the Pupils already admitted as Grammar School Pupils according to Law, shall be held eligible without further examination for admission as Pupils of the High Schools; and provided furthermore, that Pupils from any part of the County, in which a High School is, or may be established, shall be admitted to such School on the same terms as Pupils within the Town, or Village of such School, upon the condition always, that the Council of such County, shall contribute *pro rata* towards raising the sum, or sums, required by Law to be provided from local sources to entitle such High School to share in the Grammar School Fund.

39. The Inspector, or Inspectors, of Grammar Schools now authorized by Law, shall be known as the Inspector, or Inspectors, of High Schools.

40. It may and shall be lawful for any County Council to form the whole, or parts of one or more Townships, Towns and Villages within its jurisdiction into a High School District, within the limits of which a Board of six Trustees shall be elected by the Ratepayers in the same manner as are Boards of School Trustees in incorporated Villages, in such place and at such time, for the first election, as may be appointed by the Warden of the County, and at such place subsequently as may be appointed by the said Board; and all the provisions of the School Acts relating to the election and succession of Trustees in incorporated Villages, shall apply to the election and succession of Trustees in said High School District, as far as is consistent with this Section; and the Board of Trustees of such High School District shall possess all the powers, within the said District, for the support and management of their High School, and in respect to the County Council, as are possessed by the Boards of Public School Trustees in incorporated Villages, in respect to the support and management of the Schools under their care, and in respect to the Municipal Council of their Municipality, as provided by the School Acts of Upper Canada; Provided always, that it shall be lawful for such County Council to appoint and determine the continuance and succession in office of a number, not exceeding four, duly qualified Persons as Members of such Board of High School Trustees in addition to those authorized to be elected by the Ratepayers.

41. And whereas it is desirable to encourage the establishment of superior Classical Schools, it shall be lawful for the Lieutenant-Governor-in-Council to confer upon any High School, in which not less than four Masters are fully employed in teaching the subjects of the prescribed Curriculum, and in which the daily average of male Pupils studying the Latin, or Greek, languages shall not be less than sixty, the name Collegiate Institute; and toward the support of such Collegiate Institute it shall be lawful for the Lieutenant-Governor-in-Council to authorize the payment of an additional sum, at the rate of, and not exceeding Seven hundred and fifty dollars per annum out of the Superior Education Fund, provided under the authority of the Tenth Section of the Consolidated Grammar School Act, Twenty-second Victoria, Chapter sixty-three; Provided, that if in any year the average of Pupils above described shall fall below sixty, or the number of Masters be less than four, the additional Grant shall cease for that year. And if the said average shall continue to be less than sixty, or the number of Masters less than four, for two successive years, the Institution shall forfeit the name and privileges of a Collegiate Institute, until restored by the Lieutenant-Governor-in-Council, under the conditions provided by this Section.

42. Be it furthermore enacted, that it may and shall be lawful for the Board of Public School Trustees of each City, Town and Village to establish one, or more,

Industrial Schools for otherwise neglected children, and to make all needful Regulations and employ the means requisite to secure the attendance of such children, and for the support, management and discipline of such School, or Schools.

[*Remarks on the Thirty-second, and following Sections of the Bill, to the Forty-first Section, inclusive.*—The Grammar Schools have never occupied the position which they ought to have done in the Country. They were originally designed to be Classical Schools; but they were made the Schools of certain classes, rather than Classical Schools, wholly doing, or professing to do Common School work for certain classes—thus being made and viewed as kind of aristocratic Schools, poaching upon the ground of Common School work, and being regarded as distinct from, and even antagonistic to, the Common Schools, rather than supplementary to them and identical with them in the public interests. It has, therefore, been found extremely difficult to get any considerable support for them from local sources. To get support enough to exist; more than two-thirds of the Grammar School Boards have had to seek amalgamation with the Common School Boards of their localities; but this amalgamation is attended with many inconveniences, and does not by any means, accomplish the objects proposed. The experience of the great Cities in the neighbouring States shows, that consolidating all the Public Schools in Cities and Towns under one Board of Management, and that Board elected chiefly by the Ratepayers, has contributed even more to the efficient support and elevation of the Classical School than to that of the Common Schools. Such is the object of the Sections of this Bill from the Thirty-second to the Forty-first inclusive. These provisions have, with some slight exceptions, been so very generally approved of that I need not remark upon their details. I have modified those Sections to which some exception had been taken by intelligent parties, so as to obviate every principal objection; and I have no doubt that if the Sections as thus modified should become Law, it will inaugurate a new and auspicious era in the higher English and commercial, as well as elementary Classical Education of the Country, in regard to both sexes of our youthful population].

43. All the provisions of the Grammar and Common School Acts which are inconsistent with this Act are hereby repealed.

## CHAPTER XVII.

## PROCEEDINGS OF THE LEGISLATIVE ASSEMBLY OF ONTARIO, 1870-71.

The Lieutenant-Governor opened the Fourth Session of the First Parliament of Ontario, with the usual Speech from the Throne, on the 7th of December, 1870, in which he said:—

While perfecting our System of Public Instruction, so as to render Common School Education accessible and free to every Child in the land, and to provide more effectually for giving a higher English and Commercial Education in the Superior Schools, your attention will be invited to the expediency of making that Education more practical, and directly instrumental in promoting the interest of Agriculture and Manufactures. The life of our Country's wealth and progress depends upon its Agriculture and Manufactures, and the development of its Mineral Resources, and our System of Public Instruction should provide a suitable preparation for Agricultural, Mechanical, Manufacturing and Mining pursuits, as is now enjoyed by those who make choice of the Professions of Law and Medicine, and thus be promotive of the highest material, no less than of the intellectual and moral, interests of the People.

*December 8th, 1870.* Mr. J. Carnegie moved, seconded by Mr. James Murray, That an humble Address be presented to His Excellency the Lieutenant-Governor, to thank His Excellency for his gracious Speech at the opening of this Session. . . . Also that,—

We are rejoiced to learn that, while perfecting our System of Public Instruction, so as to render Common School Education accessible and free to every Child in the

land and to provide more effectually for giving a Higher English and Commercial Education in the Superior Schools, our attention will be invited to the expediency of making that Education more practical, and directly instrumental in promoting the interests of Agriculture and Manufactures. That we agree with His Excellency that the life of our Country's wealth and progress depends upon its Agriculture and Manufactures, and the development of its Mineral Resources, and that our System of Public Instruction should provide a suitable preparation for Agricultural, Mechanical, Manufacturing and Mining pursuits, as is now enjoyed by those who make choice of the Professions of Law and Medicine, and thus be promotive of the highest material, no less than of the intellectual and moral, interests of the People.

*December 13th, 1870.* The Honourable M. C. Cameron presented to the House, by command of His Excellency the Lieutenant-Governor:—The Annual Report of the Normal, Model, Grammar and Common Schools in Ontario, for the year 1869, with Appendices, by the Chief Superintendent of Education.

The following Bills were severally introduced, and read the first time:—

Bill (Number 2), intituled:—"An Act to Improve the Common and Grammar Schools of the Province of Ontario." By the Honourable M. C. Cameron.

*Ordered*, That the Bill be read a Second time on Thursday next.

*December 16th, 1870.* On motion of Mr. J. Carnegie, seconded by Mr. T. Matchett, it was,—

*Resolved*, That an humble Address be presented to His Excellency the Lieutenant-Governor, praying His Excellency to cause to be laid before this House, copies of all Statutes of the Senate of the University of Toronto; Minutes of the Executive Council; Estimates and Contracts relating to either the repair of the Teachers' Residence, recently injured by fire at Upper Canada College, or to the erection of a new Boarding House in connection with the said Institution.

*December 21st, 1870.* The following Petition was received and read:—Of the County Council of Middlesex, praying for certain amendments to the School Law.

*December 22nd, 1870.* The following Petition was received and read:—Of the Trustees of the Friends', (or Quakers'), Seminary, at Pickering, praying that an Act may pass to incorporate them.

The House, according to Order, resolved itself into Committee of Supply, and the following Resolutions were agreed to in regard to Education:—

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|---|---|---|---|
| Grammar Schools | $28,000 00 | Journal of Education | 430 00 |
| Separate Schools | 4,500 00 | Educational Museum | 500 00 |
| Superannuated Teachers | 5,000 00 | Salaries | 4,000 00 |
| Normal and Model Schools | 2,000 00 | Contingencies | 800 00 |
| Educational Depository | 11,500 00 | | |

*January 4th, 1871.* The following Petition was received and read:—Of the County Council of Middlesex, praying for certain amendments to the School Law.

*January 5th, 1871.* Mr. J. C. Rykert, from the Committee on Standing Orders, presented their Fourth Report, which was read as follows:—Your Committee have examined the following Petition, and find that the notice is correct:—

Of the Trustees of the Society of Friends, praying that an Act may pass to authorize them to incorporate their Seminary at Pickering.

The following Bill was introduced and read the First time:—Bill, (Number 35), intituled:—"An Act to incorporate the Friends' Seminary at Pickering." Mr. A. Fraser.

*January 6th, 1871.* Bill, (Number 2), To Improve the Grammar and Common Schools in Ontario, was read the Second time, and referred to a Committee of the Whole House, on Tuesday next.

*January 9th, 1871.* The following Petition was received and read:—Of the Reverend J. S. Lauder and others, of Ottawa, praying that an Act may pass to incorporate the Church of England Ladies' School at Ottawa.

*January 10th, 1871.* Mr. J. C. Rykert, from the Committee on Standing Orders, presented their Sixth Report, which was read as follows:—Your Committee recommend that the Rules of the House, requiring notices, be suspended, with regard to the following Petition:—Of the Reverend J. S. Lauder and others, praying that an Act may pass to incorporate the Church of England Ladies' School at Ottawa.

*January 11th, 1871.* The following Bill was introduced and read for the First time:—Bill, (Number 68), intituled:—"An Act to incorporate the Church of England Ladies' School at Ottawa." Mr. R. W. Scott, (Ottawa).

*January 12th, 1871.* The following Petition was received and read:—Of Mr. Peter McIntyre and others, of Point Pelee, praying for certain amendments to the School Law.

*January 13th, 1871.* The following Petitions were received and read:—Of the Trustees of the Mount Pleasant Grammar School, praying that certain Sections in the proposed School Bill may not pass; of the Senate of the Albert University, Thurlow, praying that an Act may pass to amend their Act of Incorporation.

*January 17th, 1871.* Mr. J. C. Rykert, from the Committee on Standing Orders, presented their Tenth Report, which was read as follows:—

Your Committee recommend that the Rules of the House, requiring notices, be suspended with regard to the following Petition:—Of the Senate of the Albert University, praying that an Act may pass to amend their Act of Incorporation.

The following Bill was introduced and read the first time:—Bill, (Number 89), intituled, "An Act to amend the Act amending the Act incorporating Albert College." Mr. K. Graham, (Hastings).

The House resolved itself into a Committee to consider Bill, (Number 2), To Improve the Common and Grammar Schools of the Province of Ontario.

In the Committee the following amendments were made:—

Page 1, strike out all the words after "Municipality."

Page 1, line 17, after "School." insert "or to be otherwise educated."

Page 1, line 20, after "School," insert "or to be otherwise educated."

Page 1, line 21, strike out all from "Provided" to "Child," in line 24.

Page 1, line 25, after "by," insert "the Trustees, (or the majority of them), and."

Page 1, line 25, strike out "and County Inspector."

Page 1, line 28, after "School," insert; "Provided that nothing therein shall be held to require any Roman Catholic to attend a Public School, or to require a Protestant to attend a Roman Catholic Separate School.

Page 1, line 35, strike out "and imprisonment until paid."

Page 1, line 39, after "Act," insert "Provided, nevertheless, that the Police Magistrate, or Justice, shall not be bound to, but may, in his discretion, forego to issue the Warrant for the imprisonment of the Offender, as in said Section is provided."

Page 4, line 42, after "poverty," insert "or, in ill-health."

Page 4, line 43, strike out "or the Child is being otherwise educated."

*January 19th, 1871.* The following Petition was received and read:—Of Mr. F. Thornton and others, of Windsor, praying for certain amendments to the proposed School Bill.

*January 20th, 1871.* The House again resolved itself into a Committee to consider Bill (Number 2), To Improve the Common and Grammar Schools of the Province of Ontario.

In the Committee the following amendments were made:—

Page 2, line 6, after "than," insert "One hundred and twenty, nor less than fifty." Page 2, line 7, strike out "there shall not be," and insert,"'it shall not be necessary to appoint."

Page 2, line 31, strike out "for misconduct, or inefficiency," and insert, "at pleasure."

Page 2, line 34, after "Inspector," insert, "for misconduct, or inefficiency."

Page 3, line 36, strike out all from "Provided" to "year" in line 41, inclusive.

*January 23rd, 1871.* On motion of Mr. E. Blake, seconded by Mr. J. Boyd, and,—

*Resolved*, That an humble Address be presented to His Excellency the Lieutenant-Governor, praying His Excellency to cause to be laid before this House a copy of the Minutes of the Meetings of the Council of Public Instruction of 1870, with copies of any Regulations, or other public Documents issued by the Council during the year; and a statement of the date of each Meeting, and of the names of the Members present at each Meeting during the year.

*January 24th, 1871.* The House again resolved itself into a Committee to consider Bill, (Number 2), To Improve the Common and Grammar Schools of the Province of Ontario.

In the Committee the following amendments were made:—

Page 3, line 51, strike out from "each" to 'jurisdiction" in line 53 inclusive, and insert "of any Township may, in case of a majority of the resident Householders and Freeholders in two-thirds, at least, of the several School Sections, at Public Meetings called in each Section of the Township, shall so desire it, form the Township."

Page 4, line 1, strike out "or recongnized."

Page 4, line 5, strike out "three," and insert "five."

Page 4, line 20, before the first "of," insert "two."

Page 4, line 12, after "be," insert "the County Judge and."

Page 4, line 20,before the first "of," insert "two."

Page 4, line 20, after "whom," insert "shall be the County Judge and."

Page 4, line 20, strike out "shall be one."

Page 4, line 22, strike out the first "as," and insert "so."

Page 4, line 22, strike out "such Committee shall judge expedient," and insert "to settle the matters complained of."

Page 4, line 40, after "Trustees" insert "of any Section, or Board of Trustees in Cities, Towns, or incorporated Villages."

Page 4, line 41, after "Trustees" insert "or Board of Trustees."

Page 4, line 46, after "aforesaid," insert "Provided nothing herein contained shall authorize the selection of a Site within one hundred yards of a Garden, Orchard, Pleasure Ground, or Dwelling House, without the consent of the Owner thereof; and provided further, that in Cities, Towns, or incorporated Villages, vacant lands only shall be taken, without the consent of the Owner, or Owners."

Page 4, line 56, strike out "the Trustees of any Union School Section,"and insert; "and be the duties of the Reeves of the Township, out of which the Section is formed with the County Inspector."

Page 4, line 57, strike out "on the basis adopted by the County Council."

Page 5, line 10, before "School," insert "a."

Page 5, line 10 strike out "accommodations," and insert "site."

Page 5, line 22, strike out "by giving notice of such Meeting to his Colleagues."

Page 6, line 39, strike out all after "amended" to "notified" in line 45 inclusive, and insert "by striking out all the words therein after the word Salaries."

Page 7, line 10, strike out "citing them and."

*January 26th, 1871.* The following Petitions were received and read:—Of Mr. John R. Brown and others, of Chatham, praying for certain amendments to the School Bill; of the County Council of Norfolk, praying that the proposed School Bill may not pass.

The Honourable M. C. Cameron laid before the House, by command of His Excellency the Lieutenant-Governor, a Return to an Address, praying His Excellency to cause to be laid before this House a copy of the Minutes of the Meetings of the Council of Public Instruction of 1870, with copies of any Regulations or other public Documents issued by the Council during the year; and a statement of the date of each Meeting, and of the names of the Members present at each Meeting during the year.

*January 27th, 1871.* The Honourable Attorney General, J. S. Macdonald, from the Committee on Private Bills, presented their Ninth Report, which was read as follows:—Your Committee have examined the following Bill and report the same, without amendment:—Bill, (Number 89), To amend the Act amending the Act incorporating Albert College.

The House again resolved itself into a Committee to consider Bill, (Number 2), To Improve the Grammar and Common Schools in Ontario, and, after some time spent

therein, Mr. Speaker resumed the Chair; and Mr. A. T. H. Williams, (Durham), reported, That the Committee had made some progress, and had directed him to ask for leave to sit again.

*Resolved*, That the Committee have leave to sit again on Tuesday next.

*January 30th, 1871.* The Honourable Attorney General J. S. Macdonald, from the Committee on Private Bills, presented their Tenth Report, which was read as follows:—Your Committee have examined the following Bills, and have made amendments to them:—

Bill, (Number 35), To incorporate the Trustees of the Friends' Seminary of the Province of Ontario.

Bill, (Number 68), To incorporate the Church of England Ladies' School, at Ottawa.

Your Committee recommend that the Fees, less actual expenses, be remitted on Bills, (Number 35), Friends' Seminary; Bill, (Number 68), Church of England Ladies' School, at Ottawa.

*Ordered*, That the Fees, less actual expenses, be remitted on the above Bills, as recommended.

The following Bill was read a Second time:—Bill, (Number 89), To amend the Act incorporating Albert College. Referred to a Committee of the Whole House for to-morrow.

*January 31st, 1871.* The Honourable M. C. Cameron laid before the House, by command of His Excellency the Governor-General, Return to an Address to His Excellency the Lieutenant-Governor, praying His Excellency to cause to be laid before this House, copies of all Statutes of the Senate of the University of Toronto, Minutes of the Executive Council, Estimates and Contracts relating either to the repair of the Teachers' Residence, recently injured by fire at Upper Canada College, or to the erection of a new Boarding House in connection with the said Institution.

*February 1st, 1871.* The following Bills were severally read the Second time:—

Bill, (Number 35), To incorporate the Trustees of the Friends' Seminary, of the Province of Ontario.

Bill, (Number 68), To incorporate the Church of England Ladies' School at Ottawa. Both Bills were referred to a Committee of the Whole House for to-morrow.

*February 3rd, 1871.* The House again resolved itself into a Committee to consider Bill, (Number 2), To Improve the Grammar and Common Schools of Ontario.

In the Committee the following amendments were made:—

Page 7, (in Bill as reprinted), line 28, after "Towns," insert, "and," and strike out all from "and" to "forenoon" in line 32 inclusive.

Page 7, line 34, strike out "on the last Wednesday to December."

Page 7, line 35, strike out "which Act, except the ninth Section thereof, (relating to Coloured Schools)."

Page 7, line 37, strike out from "shall" to end of clause inclusive.

Page 7, line 44, after "teaching," insert: " to both male and female Pupils."

Page 7, line 51, after "Council," insert: "and the Council of Public Instruction shall have power to exempt any High School, which shall not have sufficient Funds to provide the necessary qualified Teachers, from the obligation to teach the German and French Languages."

Page 8, line 21, after "situated," insert and the Board of High School Trustees shall have the same power to provide for the accommodation and support of High Schools as the Trustees of Common Schools have or may have, by Law, to provide for the accommodation and support of Common Schools."

Page 8, line 26, strike out "three," and insert: "four," and strike out "and not more than one thousand."

Page 8, line 45, strike out all from "upon" to "fund" in line 49, inclusive.

Page 9, line 8, after "board," insert: "Provided, however, that existing Grammar School Divisions already established shall be called High School Districts, and continue as such until otherwise altered by the By-law of such County Council.

Page 9, line 31, strike out from "Be" to "for" in line 32, inclusive.

Page 9, line 33, strike out "to," and insert: "may."

Page 9, line 34, strike out "to."
Page 9, line 38, after "each," insert: "male."
Page 9, line 39, after "shall," insert: "and each female Teacher may."
Page 9, 43, after "any," insert: "male."
Page 9, line 53, strike out "and Public Schools."

*February 4th, 1871.* The House resolved itself into a Committee to consider Bill, (Number 89), To amend Act incorporating Albert College; and, after some time spent therein, Mr. Speaker resumed the Chair; and Mr. K. Graham, (York), reported the Bill, without amendment.

*Ordered,* That the Bill be read a Third time on Monday next.

The House resolved itself into a Committee to consider Bill, (Number 35), To incorporate the Trustees of the Friends' Seminary of the Province of Ontario; and, after some time spent therein, Mr. Speaker resumed the Chair; and Mr. W. Beatty reported the Bill, without amendment.

The House resolved itself into a Committee to consider Bill, (Number 68), To incorporate the Church of England Ladies' School at Ottawa; and, after some time spent therein, Mr. Speaker resumed the Chair; and Mr. A. T. H. Williams, (Durham), reported the Bill, without amendment.

*Ordered,* That the Bill be read the Third time on Monday next.

*February 6th, 1871.* The following Bills were severally read the Third time, and passed:—

Bill, (Number 35), To incorporate the Trustees of the Friends' Seminary of the Province of Ontario.

Bill, (Number 68), To incorporate the Church of England Ladies' College at Ottawa.

Bill, (Number 89), To amend the Act incorporating Albert College.

On motion of Mr. E. Blake, seconded by Mr. J. Boyd, it was,—

*Resolved,* That this House, while enlarging the graduating powers, heretofore granted to Albert College, to the extent of those already possessed by other like Institutions, adheres to the views it has expressed as to the importance of the Establishment and maintenance, through the Provincial University, of a uniform and elevated standard of graduation.

Mr. R. Christie moved, seconded by Mr. W. Sexton, That the Accountant of this House be directed to pay the Reporter employed last Session in taking down the evidence, which was ordered by the House to be printed, for the use of the Members of the Select Committee on Upper Canada College. And, a Debate having arisen, the Motion was, with the leave of the House, withdrawn.

*February 9th, 1871.* The Honourable M. C. Cameron, by command of His Excellency the Lieutenant-Governor, laid before the House:—A Supplementary Return to a Return to an Address laid before the House on the 31st of January, 1871, giving lists of Tenders for the Boarding House and Masters' Residence at Upper Canada College, inadvertently omitted from the said Report.

*February 10th, 1871.* The House again resolved itself into a Committee to consider Bill, (Number 2), To Improve the Grammar and Common Schools of Ontario.

In the Committee the following amendments were made:—

Page 2, (in Bill as printed), line 13, after "County," insert; "and provided further, that in Counties containing any Municipality wherein the French, or German language is the common, or prevailing, language, an Inspector may have charge of any number of Schools, not less than forty."

Page 3, line 38, strike out "until superseded" and insert: "in their respective Counties, on the terms and conditions of the Act under which they were granted, and that, upon their ceasing to be valid, as provided by law, they shall be renewed from time to time under."

Page 4, line 53, after "selection," insert: "in a Township."

Page 5 line 49, after "Act" insert "or should the Owner of Land selected as a School Site, as provided by Section Seventeen of this Act, refuse to appoint an Arbitrator."

Page 8, after "Apportionment," insert, "at the Rate."

Page 9, insert after Section 44 the following as Section Numbers 45 and 46:—

Page 45, The Treasurer of every High School Board shall submit his Accounts to the County Auditors, to be audited by them in the same manner as the County Treasurer's Accounts are audited, and it shall be the duty of the County Auditors to audit such Accounts."

Page 46. The One hundred and thirtieth and seven following Sections of the Consolidated School Act, 22 Victoria, Chapter 64, shall apply to every School Trustee, or other Person into whose hand any School moneys, or School property, shall come, and who neglects, or refuses, to account for, or deliver up, the same, when called upon by competent authority to do so; and the County Judge, upon application of any two Ratepayers in a School Section, or division, supported by their affidavit of the facts, made before a Magistrate, shall have the same jurisdiction in the case as he has in that of a Secretary-Treasurer by the said Sections, of the Consolidated School Act; Provided always, that it shall be the duty of School Trustees to exact security from every Person to whom they entrust School Money, or other School Property, and to deposit such security with the Township Council for safe keeping.

On motion of the Honourable M. C. Cameron, seconded by the Honourable Attorney-General J. S. Macdonald, and,—

*Resolved*, That this House will, to-morrow, resolve itself into a Committee to consider the following Resolutions:—

That the sum of Twenty-two thousand five hundred dollars be granted Her Majesty for the payment of Salaries to County Inspectors of Schools, and the sum of Seven thousand five hundred dollars in aid of Collegiate Institutes.

The House, according to Order, again resolved itself into a Committee of Supply.

*Resolved*, That there be granted to Her Majesty for the service of the year 1871, the following sum:—

To defray the expenses of Buildings, Furniture, Scientific Apparatus, Books, etcetera, for the College of Technology, or School of Industrial Science, $50,000.00.

*February 11th, 1871.* The Honourable M. C. Cameron laid before the House, by command of His Excellency the Lieutenant-Governor, the Annual Report of the Senate of the University of Toronto for the year 1869, 1870. Also the Annual Report of the Council of University College, Toronto, for the year 1870.

The House, according to Order, again resolved itself into a Committee of Supply.

*Resolved*, That there be granted to Her Majesty for the service of the year 1871, the following sums:—

To defray the expenses of works at the Normal and Model Schools, as follows:—

| | $ cts. | |
|---|---|---|
| Enlarging the Model School | 10,000 00 | |
| Propagating House and Furnace | 2,000 00 | |
| Store House, Tool House, etcetera | 6,000 00 | |
| | | $18,000 00 |

*February 13th, 1871.* The House again resolved itself into a Committee to consider Bill, (Number 2), To Improve the Grammar and Common Schools in Ontario.

In the Committee the following amendments were made:—

Page 1, line 11, after "thereof," insert; Provided that Public School Boards in Cities, Towns, and Villages may, if they deem it expedient, collect from Parents and Guardians of Children attending their Schools a sum not exceeding twenty cents per month per Pupil, to defray the cost of Text Books, Stationery and other Contingencies.

Page 9, insert as Section 47, "47. The provisions of the Act passed in the Thirty-second year of Her Majesty's Reign, chaptered Forty-four, intituled; An Act to Amend the Act respecting Common Schools in Upper Canada, are, except the ninth and tenth Sections thereof, hereby to apply to the City of Toronto alone."

The House, according to Order, resolved itself into a Committee to consider a certain proposed Resolution relating to Salaries of Inspectors of Schools.

*Resolved*, That the sum of Twenty-two thousand five hundred dollars be granted to Her Majesty for the payment of Salaries to County Inspectors of Schools, and the sum of Seven thousand five hundred dollars in aid of Collegiate Institutes.

The House, according to Order, again resolved itself into Committee of Supply.

*Resolved*, That there be granted to Her Majesty, for the service of the year 1871, the following sums:—

| | | |
|---|---|---|
| To defray the expenses of Public and Separate Schools | | $175,000 00 |
| To defray the expenses of Poor Schools | | 6,000 00 |
| To defray the expensse of Agricultural Instruction | | 5,000 00 |
| To defray the expenses of Normal and Model Schools, as follows:— | | |
| Salaries:— | | |
| Head Master | $2,000 00 | |
| Second Master | 1,500 00 | |
| Writing Master | 700 00 | |
| Drawing Master | 240 00 | |
| Music Master | 400 00 | |
| Gymnastic Master | 300 00 | |
| Master, Boys' School | 1,000 00 | |
| First Assistant, Boys' School | 700 00 | |
| Second Assistant, Boys' School | 600 00 | |
| Mistress, Girls' School | 700 00 | |
| First Assistant, Girls' School | 500 00 | |
| Second Assistant, Girls' School | 400 00 | |
| Janitor, Salary and cleaning | 360 00 | |
| Gardener | 360 00 | |
| Engineer | 336 00 | |
| Furnace Man, Salary and cleaning | 410 00 | |
| Assistant Gardener, Salary and cleaning | 336 00 | |
| Proposed Third Master in the Normal School, and two Assistant Teachers in the Model Schools | 3,000 00 | |
| Contingencies:— | | |
| Printing and Binding | $ 300 00 | |
| Books, Stationery and Apparatus | 2,250 00 | |
| Expenses of Grounds | 320 00 | |
| Fuel and Light | 900 00 | |
| Water | 300 00 | |
| Petty Furnishings and Repairs | 230 00 | |
| Carpenters' Work | 200 00 | |
| Tinsmithing and Hardware | 100 00 | |
| Smith's work, Heating Apparatus | 290 00 | |
| Plumbing and Gas-fitting | 200 00 | |
| Painting and Glazing | 800 00 | |
| Bricklayers' and Plasters' work | 100 00 | |
| | | $19,882 00 |
| To defray the expenses of High Schools | | $70,000 00 |
| To defray the expenses of Libraries, Apparatus and Prizes | | 35,000 00 |
| To defray the expenses of the Educational Depository, as follows:— | | |
| Salaries:— | | |
| Clerk of Libraries | $1,200 00 | |
| Assistant Clerk of Libraries | 575 00 | |
| Despatch Clerk | 425 00 | |
| Assistant Clerk | 250 00 | |
| Assistant in Depository | 160 00 | |
| Assistant in Packing Room | 150 00 | |
| Packer and Messenger | 365 00 | |
| Labourer and Furnaceman | 280 00 | |

| | | |
|---|---|---|
| Contingencies:— | | |
| Postages | $180 00 | |
| Stationery | 150 00 | |
| Fuel, Water and Light | 400 00 | |
| Printing Forms and Catalogues | 450 00 | |
| Packing Boxes, Paper, etcetera | 180 00 | |
| Furnishing, and petty repairs | 350 00 | |
| | | $5,115 00 |
| To defray the expenses of Superannuated Teachers | | 6,500 00 |
| To defray the expenses of Museum, (including Fuel) | | 3,850 00 |
| To defray the expenses of the *Journal of Education:* Expenses of Editing, $400; Printing and Mailing 5,760 copies per month, at $130 per month, $1,560; Printing one month in arrear, $130; Postages, Periodicals and Contingencies, $300 | | 2,390 00 |
| To defray the expenses of High School Inspection | | 4,000 00 |
| To defray the expenses of Public School Inspection, 4,500 Schools, at $5 | | 22,500 00 |
| To defray the expenses of Collegiate Institutes | | 7,500 00 |
| To defray the expenses of the Education Office, as follows:— | | |
| Salaries:— | | |
| Chief Superintendents of Education | $4,000 00 | |
| Deputy Superintendent of Education | 2,200 00 | |
| Senior Clerk, Accountant and Registrar | 1,600 00 | |
| Clerk of Statistics | 1,200 00 | |
| Clerk of Records | 1,000 00 | |
| Clerk of Correspondence | 900 00 | |
| Assistant Clerk of Correspondence | 500 00 | |
| Junior Clerk | 200 00 | |
| Messenger | 365 00 | |
| Messenger for cleaning | 48 00 | |
| Contingencies:— | | |
| Postage | $750 00 | |
| Printing Forms, Blanks and Paper | 400 00 | |
| Fuel and Water | 400 05 | |
| Stationery and Books | 300 00 | |
| Newspapers and School Papers | 150 00 | |
| Law and other Reports | 25 00 | |
| Printing 12,000 Public School, and 500 High School, Registers | 1,400 00 | |
| New Edition of 5,000 copies School Law | 650 00 | |
| Examination Papers, Circulars, etcetera | 250 00 | |
| Furniture, Petty Repairs and Incidentals | 180 00 | |
| | | $16,568 00 |
| To defray the Grants from the Common School Fund | | 187,652 96 |
| To defray the expenses necessary to complete the service of the years 1869 and 1870, as follows:— | | |
| Education:— | | |
| Normal School, Salaries | | $20 00 |
| Normal School, Contingencies | | 457 74 |
| Depository, Contingencies | | 598 27 |
| Education Office, Contingencies | | 599 98 |

Mr. J. Carnegie, from the Committee to whom was referred a certain proposed Resolution relating to Salaries of Inspectors of Schools, reported the following Resolution:—

*Resolved*, That the sum of Twenty-two thousand five hundred dollars be granted to Her Majesty for the payment of Salaries to County Inspectors of Schools, and the sum of Seven thousand five hundred dollars in aid of Collegiate Institutes.

The Resolution having been read the Second time was agreed to.

*Ordered*, That the said Resolution be referred to the Committee of the Whole House, to whom was referred Bill, (Number 2), To Improve the Grammar and Common Schools of Ontario.

The House again resolved itself into a Committee to consider Bill, (Number 2), To Improve the Grammar and Common Schools of Ontario. The following amendments were made in Committee:—

Page 8, line 54, strike out "Any," and insert: "Every," and, after "Council," insert: "shall determine the limits of each High School District for each Grammar School now existing in the County, and."

Mr. Speaker resumed the Chair; and Mr. J. C. Rykert reported the Bill, with certain amendments.

The amendments having been read the Second time, were agreed to.

*Ordered*, That the Bill be read the Third time to-morrow.

*February 14th, 1871.* The Order of the Day for the Third reading of Bill, (Number 2), To Improve the Grammar and Common Schools in Ontario, having been read,—

The Honourable M. C. Cameron moved, seconded by the Honourable Attorney-Gneral J. S. Macdonald, That the Bill be now read the Third time.

Mr. Edward Blake moved in amendment, seconded by Mr. Archibald McKellar, That all the words after "That" be omitted, and that the following words be substituted therefor:—"the said Bill be not now read the Third time, but that it be referred back, forthwith, to a Committee of the Whole House, with an instruction to provide for the appointment by the Council of Public Instruction of an independent Board of Examiners, not connected with the Normal School, for the discharge of the duties to be performed by, or under the direction of the Council, in connection with the examination and classification of Public School Teachers, including those instructed at the Normal School."

The amendment having been put, was lost on the following division:—Yeas, 25; Nays, 44.

Mr. Edward Blake then moved in amendment to the original Motion, seconded by Mr. J. Boyd, That all the words after "That" be omitted, and that the following words be substituted therefor:—"the said Bill be not now read the third time, but that it be referred back, forthwith, to a Committee of the Whole House, with an instruction to provide for the introduction into the Council of Public Instruction of a representative element by the addition of one, or more, Members, to be elected by the Head Masters of Grammar Schools, of one or more, Members, to be elected by the Masters of Public Schools, and of one, or more, Members to be elected by the Boards of City and County Examiners."

The amendment being put, was lost on the following division:—Yeas, 31; Nays, 40.

Mr. T. R. Ferguson then moved in amendment to the original Motion, seconded by Mr. J. Coyne, That all the words after "That" be omitted, and that the following words be substituted therefor:—"the said Bill be not now read a third time, but that it be referred back, forthwith, to a Committee of the Whole House, with an instruction to amend Section Number 37, by inserting after the word 'hundred' in the fifth line, the words 'and not more than one thousand.'"

The amendment, having been put, was lost on the following division:—Yeas, 15; Nays, 52.

Mr. J. C. Rykert then moved in amendment to the original Motion, seconded by Mr. T. Matchett, That all the words after "That" be omitted, and the following words

be substituted therefor:—"the said Bill be not now read the third time, but that it be referred back, forthwith, to a Committee of the Whole House, with an instruction to amend the same, by striking out Section Number 36, and inserting the following in lieu thereof:—

"'36. The Grammar, or High, School Grant shall be exclusively applied in aid of High Schools, and of the sums of money required to be raised from local sources for the support of High Schools, a sum equal to one-half the amount paid by the Government to any High School in a City, or Town, withdrawn from the jurisdiction of the County, together with such sum as may be required for the accommodation and support of such School, shall be provided by the Municipal Council of such City, or Town, upon the application of the High School Board. In the case of High Schools in Towns, incorporated Villages, or Townships, one-half of the amount paid by the Government shall be paid by the Municipal Council of the County in which such High School is situated, upon the application of the High School Board; and such other sums as may be required for the maintenance and School Accommodation of the said High School, shall be raised by the Council of the Municipality in which the High School is situated, upon the application of the High School Board; or, in the event of the County Council forming the whole, or part, of a County into one, or more, High School Districts, then, such other sums as may be required for the maintenance of the said High School, shall be provided by the High School District, upon the application of the High School Board, in the manner hereinafter provided.

"'Sub-Section 1. The Council of any Municipality, or the Council of the respective Municipalities, out of which the whole, or part, of such High School District is formed, shall, upon the application of the High School Board, raise the proportion required to be paid by such Municipality, or part of the Municipality from the whole, or part of the Municipality, as the case may be."

The amendment, having been put, was carried on the following division:—Yeas, 52; Nays, 18.

The House accordingly resolved itself into the Committee; and, after some time spent therein, Mr. Speaker resumed the Chair; and Mr. A. W. Lauder reported the amendment.

The Amendment having been read the Second time, was agreed to.

Mr. F. W. Cumberland then moved in amendment to the original Motion, seconded by Mr. J. Wallis, That all the words after "That" be omitted, and that the following words be substituted therefor:—"the said Bill be not now read the third time, but that it be referred back, forthwith, to a Committee of the whole House, with an instruction to add the following as a new Section:—

"'That it shall be lawful for the Chief Superintendent to aid Mechanics' Institutes in the establishment and support of Public Libraries connected therewith, to the same extent as is authorized by Law with respect to School Libraries.'"

Mr. Edward Blake objected to the reception of the Amendment, as involving an expenditure of Public Money, without having been previously recommended to the House by His Excellency the Lieutenant-Governor, and the Amendment was, with the leave of the House, withdrawn.

Mr. C. H. Perry then moved in amendment to the original Motion, seconded by Mr. Archibald McKellar, That all the words after "That" be omitted, and that the following words be substituted therefor:—"the said Bill be not now read the third time, but that it be referred back, forthwith, to a Committee of the Whole House, with an instruction to expunge the 43rd Section."

The Amendment having been put, was lost, on the following division:—Yeas, 30; Nays, 39.

Mr. J. Boyd then moved in amendment to the original Motion, seconded by Mr. A. Oliver, That all the words after "That" be omitted, and that the following words

be substituted therefor:—"the said Bill be not now read a third time, but that it be referred back, forthwith, to a Committee of the Whole House, with an instruction to amend the same by striking out in Section 8, all the words from 'or' in the thirty-seventh line to 'him' in the forty-third line."

The Amendment, having been put, was lost on the following division:—Yeas, 30; Nays, 39.

Mr. A. Fraser then moved in amendment to the original Motion, seconded by Mr. J. Boyd, That all the words after "That" be omitted, and that the following words be substituted therefor:—"the said Bill be not now read the third time, but that it be referred back, forthwith, to a Committee of the Whole House, with an instruction to alter Section 41 by substituting the word 'Teachers' for 'Masters' in said Clause,"

The Amendment, having been put, was lost on a division.

The original Motion, having been then again put, was carried, and the Bill was read the Third time and passed.

The Twenty-fourth Resolution, respecting the Agricultural College, having been read the Second time, Mr. H. P. Crosby moved, seconded by Mr. J. L. McDougall, That the proposed experiment of an Agricultural College is of doubtful success, and ought not to be commended until after public opinion has been pronounced on the same, during the ensuing Elections.

The Motion, having been put, was lost on the following division:—Yeas, 31; Nays, 47.

The Twenty-fourth Resolution was then agreed to.

The Twenty-fifth Resolution, respecting the College of Technology, having been read the Second time, Mr. Edward Blake moved, seconded by Mr. Archibald McKellar, That no Bill for the organization and regulation of the proposed College of Technology has been submitted to the House; that, besides a large expenditure in the first instance, a great annual charge will be imposed on the Country for the maintenance of the said College; that Buildings, appliances, and Professors for instruction in almost all the branches to be taught in the College are at present provided at a great public expense in University College; that it is desirable to utilize, as far as possible, the existing means, and, therefore, before entering on the proposed expenditure, further consideration should be given to serious questions involved.

The Motion, having been put, was lost on the following division:—Yeas, 24; Nays, 39.

The Twenty-fifth Resolution was then agreed to.

The Twenty-eighth Resolution, respecting the Normal and Model Schools having been read the Second time, Mr. Edward Blake moved, seconded by Mr. Archibald McKellar, That this House cannot sanction the expenditure of $10,000 for enlarging the Model School at Toronto.

The Motion, having been put, was lost on the following division:—Yeas, 19; Nays, 37.

Mr. Edward Blake then again moved, seconded by Mr. Archibald McKellar, That this House cannot sanction the expenditure of $2,000 for a Propagating House, and Furnace for the Normal School Grounds, Toronto.

The Motion, having been put, was lost on the following division:—Yeas, 16; Nays, 38.

The Twenty-eighth Resolution was then agreed to.

*February 15th, 1871.* His Excellency William Pearce Howland, C.B., Lieutenant-Governor of the Province of Ontario, being seated on the Throne, the Clerk of the Crown in Chancery read the titles of the several Bills to be assented to, as follows:—

An Act to incorporate the Trustees of the Friends' Seminary of the Province of Ontario.

An Act to incorporate the Church of England Ladies' School at Ottawa.

An Act to Improve the Common and Grammar Schools of the Province of Ontario.

An Act to amend the Act amending the Act incorporating Albert College.

The following is an Extract from the Report of the Select Standing Committee on Public Accounts made to the House:—

Adverting to the supply of School Material by the Depository of the Education Department to the Normal and Model Schools, your Committee are of opinion that in future they should be charged to those Institutions at the cost price, and not at a reduced rate.

Your Committee are of opinion also that, in order to secure a more efficient control over the expenditure of moneys through the Education Department, that Office should be made directly responsible to some Member of the Government.

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# CHAPTER XVIII.

## EDUCATIONAL ACTS PASSED BY THE LEGISLATURE OF ONTARIO, 1870-71.

### 34th VICTORIA, CHAPTER XC.

AN ACT, TO INCORPORATE THE CHURCH OF ENGLAND LADIES' SCHOOL AT OTTAWA.

Received the Royal Assent on the 15th of February, 1871.

Preamble. Whereas, the Reverend John S. Lauder, Mr. John Bower Lewis, Mr. Francis Clemnow, Mr. Charles T. Bate, Mr. Henry N. Bate, Mr. John C. T. Cochrane, Mr. Thomas H. Kirby, Mr. A. C. Kelty, the Reverend H. Pollard, Mr. Francis Abbott, Mr. John A. Torrance, Mr. W. R. Wright, Mr. George May, Mr. Charles Huband, Mr. N. Bate, Mr. G. P. Baker, Mr. W. J. Willis, and Mr. James D. Slater, by their Petition, in this behalf, have represented that they, and Mr. William Spragge, Mr. G. W. Wicksteed, Mr. T. C. Keefer, Mr. Edward Grant, and Mr. John Heney, have associated themselves together by the name of the Ottawa Protestant Ladies' School, for the purpose of establishing and conducting a Seminary of Learning for the Education of Girls, and have opened Subscription Books and subscribed for Stock in the said Association, and the said Petitioners in pursuance of a Resolution of the Stockholders of the said Association, have prayed to be incorporated under the name of "The Church of England Ladies' School, at Ottawa;" Therefore Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

Certain persons incorporated. 1. The Reverend J. S. Lauder, the Reverend Henry Pollard, Mr. J. D. Slater, Mr. William Spragge, Mr. J. B. Lewis, Mr. J. T. C. Cochrane, Mr. J. A. Torrance, Mr. G. W. Wicksteed, Mr. A. C. Kelty, Mr. G. P. Baker, Mr. C. T. Bate, Mr. H. N. Bate, Mr. W. R. Wright, Mr. T. C. Keefer, Mr. F. Clemow, Mr. Edward Grant, Mr. John Heney, Mr. George Hay, Mr. W. J. Willis, Mr. T. H. Kirby, Mr. Francis Abbott, and Mr. Charles Huband, and such other Persons as now are, or shall hereafter become, Shareholders of the said undertaking, are hereby constituted a Body corporate and politic, under the name of "The Church of England Ladies' School at Ottawa," and by the said name they, and their Successors, shall and may have continued succession, and shall be capable in law of contracting and being contracted with, and of suing and being sued, pleading and being impleaded, in all Courts, or places whatsoever in Law, or Equity;

Corporate name and powers.

and they and their Successors shall and may have a Common Seal, and may change and alter the same; and may also, from time to time, at any ordinary Meeting of the Council, by a majority of votes, as hereinafter provided, ordain, establish, and put in execution, such By-laws, ordinary Rules, and Regulations, (the same not being contrary to this Act, or to the Laws in force in the Province), as may appear to them necessary, or expedient, for the management of the said Corporation, its business and affairs, and may, from time to time, alter, or repeal, the same, or any of them; and shall have power, subject, however, as to Real Estate and interests therein, to the provisions hereafter named, to accept, on behalf of the said Corporation, Gifts and Endowments for promoting objects of Education, Science, and Literature, or otherwise, in aid of the general purposes of the said Corporation, on such terms as may be agreed upon with the Persons bestowing such Gifts, or Endowment; and, by the same name, may, from time to time, and at all times, acquire and hold as purchasers any interests in Lands and Tenements, and the same alienate, lease, Mortgage and dispose of, and purchase others in their stead; Provided always, and it is enacted, that the said Corporation shall at no time acquire, or hold as purchasers, any Lands, or Tenements, or interest therein, exceeding in the whole at any one time the annual value of Five thousand dollars, nor otherwise than for their actual use, or occupation, for the purposes of the said Corporation; and it is further enacted, that the said Corporation may, by the name aforesaid, from time to time, take, or hold by gift, devise, or bequest, any Lands, or Tenements, or interest therein, if such Gift, Devise, or Bequest be made at least six months before the death of the Person making the same; but the said Corporation shall at no time take, or hold, by any Gift, Devise, or Bequest, so that the annual value of any Lands or tenements, or interests therein, so to be taken, or held by Gift, Devise, or Bequest, shall at any one time in the whole exceed the annual value of One thousand dollars; and no Lands, or Tenements, or interests therein, acquired by Gift, Devise, or Bequest, shall be held by the said Corporation for a longer period than seven years after the acquisition thereof, and, within such period, they shall respectively be absolutely disposed of by the said Corporation, so that it no longer retain any interest therein; and the proceeds on such disposition shall be invested in Public Securities, Municipal Debentures, or other approved Securities, not including Mortgages, for the use of the said Corporation; and such Lands, Tenements, or interests therein, or such thereof which may not, within the said period, have been so disposed of, shall revert to the Person from whom the same was acquired, his Heirs, Executors, Administrators, or Assigns.

Power to pass by-laws.

To accept gifts and hold real estate.

Power to hold lands by gifts, devise or bequest.

Capital Stock.

2. The Capital Stock of the said Corporation shall, until otherwise determined, as hereinafter provided, consist of the sum of Three thousand dollars, divided into one hundred and fifty Shares of Twenty dollars each, and shall be paid by such instalments, and at such times and places, as the Council of the said Corporation shall appoint, after notice of not less than one calendar Month in that behalf, to be previously given by publication, once in each week, in one, or more, of the public Newspapers published in the City of Ottawa, as well as by Circular Letters addressed and mailed to every Shareholder, at his last named place of Residence; and, in case any Shareholder shall neglect, or refuse, to pay the same, the Corporation are hereby empowered to sue for and recover the same, with interest, at six per cent. per annum, from the time appointed to pay the same.

When the Corporation may begin business.

3. The Corporation may commence operations and exercise the power hereby granted so soon as Twelve hundred dollars of the said Stock shall be subscribed, and fifty per centum thereof paid up.

Council to open Stock Books.

4. The parties hereby appointed to the Council of the said Corporation are hereby empowered to take all necessary steps for opening the Stock Books for the subscription of parties desirous of becoming Shareholders in the said undertaking; and all Parties who have subscribed, or who shall hereafter subscribe to the Capital Stock of the said Association, shall be considered Proprietors and Partners in the same; Provided that Parties who have already subscribed for Stock in the said Association shall be liable to pay Calls thereon, to be made under this Act, without any fresh subscription of Stock.

Rights and liabilities of Subscribers.

Powers as to Education.

5. The said Corporation shall have power and legal authority to establish and maintain an Institution of learning, to be called by the said name of "The Church of England Ladies' School, at Ottawa," for the education of Girls, and direct and manage the same for the purposes of education in the various branches of Literature and Science, in such manner as they shall deem conducive to that end.

Council to manage affairs.

6. The affairs of the said Corporation shall be conducted by a Council, to consist of nine Members, and until the election, hereinafter provided, takes place, the Reverend J. S. Lauder, Mr. J. R. Slater, Mr. William Spragge, Mr. J. B. Lewis, Mr. W. R. Wright, Mr. J. T. C. Cochrane, Mr. C. T. Bate, Mr. J. A. Torrance, Mr. C. W. Wicksteed, shall compose such Council.

General Meetings.

7. A general Meeting of the Shareholders, of the said Corporation shall be held in the City of Ottawa, at the Office of the said Corporation, on the first Monday of the month of July, in the year of our Lord one thousand eight hundred and seventy-one and on the first Monday of the month of July, in each year thereafter; at such General Meetings of the Shareholders present in person, or by proxy, shall elect the Members of the Council of the said Corporation, who shall each be Proprietor of three Shares at least, in the Capital Stock of the said Corporation.

Election of Council.

Officers, how appointed.

Treasurers to give security.

8. The Council shall appoint one of their number to be Chairman, and they shall also appoint a Secretary and Treasurer, (the latter of whom shall give security for the due and faithful performance of his office), and shall also appoint all intermediate Officers.

One vote on each share

9. At all Meetings of the Proprietors, each Shareholder may cast one vote for every Share held by him; and every question shall be determined by the majority, of votes present, or represented by proxy, at such Meeting.

Special General Meetings.

10. Every Meeting of Shareholders, other than an ordinary Meeting, shall be called a "Special General Meeting," and such Meetings may be convened by the Council at such times and at such Places as they may think fit, and a Special General Meeting of the Proprietors at large shall be convened at any time by the Council, on a requisition of any five Proprietors requiring them to do so, and such Requisition shall fully express the object of the Meeting and shall be left with the Secretary; and, if the Council shall fail to call a Meeting within fourteen days thereafter, such Proprietors may call a Meeting, by giving notice, as hereinafter mentioned; Provided that no Special General Meeting shall enter upon business not set forth in such Requisition and notice.

Notice of Meetings.

11. Five days' notice of all Meetings of Shareholders shall be given by mailing Circulars addressed to the Shareholders at their last known place of residence, which shall specify the place, day, and hour of such Meeting.

Quorums.

12. At all General Meetings, seven Proprietors shall form a Quorum.

Chairman right to vote.

13. At every Meeting of the Shareholders the Chairman, or, in his absence, one of the Members of the Council, who shall be elected by a Major-

ity of the Propietors present, shall be Chairman, and such Chaairman shall have a right to vote at all times, and, in case of an equality of votes, the question shall be held to be decided in the negative.

Equality of votes.

Adjourned Meetings.

14. Every Meeting of the Stockholders may be adjourned from time to time, and no business shall be done at an adjourned Meeting other than the business left unfinished at the last Meeting from which such adjournment took place.

Votes by proxy.

15. Every Person entitled to vote may, in writing, constitute any other Proprietor his, or her, Proxy, to vote at such Meeting and every such appointment shall be produced to the Secretary and entered into a Book; Provided always, that such authority shall be executed and bear date within twelve Calendar Months of the time of Meeting at which it is produced.

Vacancies in Council, how filled.

16. If any of the Members of the Council resign, or become incompetent, or ineligible, to act, or cease to be a Proprietor, the remaining Members of the Council, shall elect a Shareholder having the necessary qualification to fill the vacancy.

Powers of the Council.

17. The Council shall have the management of the affairs of the Corporation; they shall organize and put in operation and carry on the Institution of learning, for which the Corporation is authorized; they may make and enforce Calls upon Shareholders; they shall fix the Salaries of the principal Teachers and other Officers, or Servants; they shall take control of, manage, and may vary, repeal and make all the Regulations relating to the management, government and discipline of the said Institution, its Services, Studies, Lectures, Exercises and Instructions; they may make any payments and enter into all Contracts for the purposes of the Corporation; they may generally deal with, treat, sell and dispose of and acquire the Lands, Property and effects of the said Corporation for the time being in such manner as they shall deem expedient and conducive to the benefit of the Corporation; they may appoint and displace the Principal, and all such Officers, Professors, Teachers, Agents, or Servants, as they shall deem requisite for the management and care of the Property and affairs of the Corporation; they may make By-laws for the regulation of the affairs of the Corporation, and defining the duties of the Principal and the several Teachers and Officers of the Corporation, and for the internal management of the School in all its details; but all the powers so to be exercised shall be in accordance with, and subject to, the provisions of this Act, and the exercise of all such powers shall be subject to the control and regulation of any General Meeting, not so as to render invalid any act done by the Council prior to any Resolution passed by such General Meeting.

Meetings of Council.

18. The Council shall hold Meetings at such times and places as they shall appoint for that purpose, and they may meet and adjourn as they think proper, and, at any time, three of the Members of the Council may require the Secretary to call a Meeting of the Council, and, in order to constitute such Meetings, there shall be present at least five of the Members of the Council; and all questions shall be determined by a majority of votes, the Chairman shall have a right to vote at all times, and in case of an equality of votes the question shall be held to be decided in the negative.

Voting.

Who to preside.

The Chairman, or, in his absence, a Member of the Council, to be chosen by the other Members present, shall preside.

Shares, how transferred.

19. The shares of the said Capital Stock shall not be transferred until paid up, unless such transfer shall be sanctioned by the Council and duly registered by the Secretary in the Transfer Book; and no Person shall sell, or transfer, any Stock until he shall have paid all Calls for the time being due on any Share held by him.

Payment of calls, how enforced.

20. The Council may enforce payment of all Calls and interest thereon by action in any competent Court; and, in such action, it shall not be necessary to set forth the special matter, but it shall be sufficient to declare that the Defendant is Holder of one Share or more, stating the number, and is indebted in the sum of money to which the Calls in arrear amount in respect to one, or more, stating the number of Calls and the amount of each, whereby an action hath accrued to the Corporation under this Act; and a Certificate under their Seal, and purporting to be signed by an Officer of the Corporation, to the effect that the Defendant is a Shareholder, and that so much is due by him and unpaid thereon shall be received in all Courts of Law and Equity as *prima facie* evidence to that effect.

Capital Stock, when and how it may be increased.

21. The Council, if they see fit, at any time after the whole Capital shall be subscribed for, may, from time to time, make a By-law, or By-laws, for increasing the Capital Stock to such amount, or amounts, as the Council shall see fit, not, however, to exceed in the whole Five thousand dollars; but no such By-law shall have any force, or effect, whatsoever, until after it shall have been sanctioned by a vote of not less than two-thirds in amount of all the Stockholders at a General Meeting of the Corporation duly called for the purpose of considering such By-law, and such By-law shall declare the number and value of the Shares of such new Stock, and prescribe the manner in which the same shall be alloted, and in default of so doing, the control of such allotment shall be held to vest in the Council.

Secretary to keep certain books.

22. The Secretary shall cause a Book, or Books, to be kept, wherein shall be recorded:—

(1) A correct copy of the Prospectus, or Declaration, and original Stock-list referring to the same, as also every By-law and supplementary Declaration for increasing the Capital Stock;

(2) The names, alphabetically arranged, of all Persons, who are, or have been, Proprietors;

(3) The address, or calling, of every such Person, while such Proprietor.

(4) The number of Shares held by each;

(5) The amount paid in, and unpaid, respectively, by each Proprietor;

(6) All Transfers, or Surrenders of Stock in their order, as presented to the Secretary for entry, with the date and other particulars of such tansfers;

(7) The names, addresses and callings of all Persons who are, or have been, Members of the Council, with the date at which each became, or ceased to be, such Member.

Books as to Shareholders to be opened to inspection.

23. Such Books shall, during reasonable business hours of every day, except Sundays and Holidays, be kept open for the inspection of all Proprietors and Creditors of the said Corporation, or their Representatives, at the Office, or chief place of business, of the said Corporation, and to make extracts therefrom.

Contracts of the Corporation.

24. Every Contract, Agreement, or Engagement, made on behalf of the Corporation by any of its Agents, Officers, or Servants, in general accordance with his powers as such, under the By-laws, shall be binding upon the Corporation, and in no case shall it be necessary to have the Seal of the said Corporation affixed thereto, nor shall the Party, so acting as Agent, Officer, or Servant, of the said Corperation, be thereby subjected individually to any liability to any third party therefor; Provided always, that the Corporation shall not be authorized to issue any Note payable to bearer, or intended to be circulated as money, or as the Note of a Bank. Proviso.

Liabilities of Shareholders to amount of his Shares after execution against the company.

25. Each of the said Proprietors, or Shareholders, until the whole of his Stock shall have been paid up, shall be individually liable to the Creditors of the Corporation to an amount equal to that not paid up thereon, but shall not be liable to an action by any Creditor before an Execution against the Corporation has been returned unsatisfied in whole, or in part, and the amount due on such Execution shall be the amount recoverable with costs, against such Proprietors.

Non-liability of Shareholders beyond amount of shares.

26. The Proprietors in the said Corporation shall not, as such, be held responsible for any act, default, or liability, whatsoever of the said Corporation or for any engagement, claim, payment, loss, injury, transaction, matter, or thing whatsoever relating to, or connected with, the Corporation beyond the amount of their respective Shares in the Capital Stock therein.

Returns to be made to the Lieutenant-Governor or the Legislature.

27. The said Corporation shall, at all times, when thereunto required by the Lieutenant-Governor, or by the Legislative Assembly, make a full Return of all its Property, Real and Personal, and of its liabilities, Receipts and Expenditure to the Lieutenant-Governor, or Legislative Assembly, requiring for such period, and with such details and other information as the Lieutenant-Governor, or the Legislative Assembly, may require.

## 34th VICTORIA, CHAPTER XCI.

### An Act to Amend the Act amending the Act Incorporating Albert College.

Received the Royal Assent on the 15th of February, 1871.

Preamble.

Whereas it has been represented by Petition, on behalf of Albert College, an Institution of learning, in the Township of Thurlow, near the Town of Belleville in this Province, that University powers, so far as relates to Degrees in Arts, were conferred on the said College, in the year One thousand eight hundred and sixty-six by an Act of the Parliament of the late Province of Canada, and that the Institution has since that time been in full and successful operation; and that, in the same opinion of the Petitioners, the usefulness of the College might be extended by conferring on it the other powers and privileges of an University, and Whereas, it is expedient that the same be granted; Therefore Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

29 and 30 Victoria, chapter 136, section 3, amended.

1. The Third Section of the Act of the Parliament of the late Province of Canada, passed in the Session held in the Twenty-ninth and Thirtieth years of Her Majesty's Reign, chaptered One hundred and thirty-six, and intituled: "An Act to Amend the Act Incorporating Belleville Seminary and to confer on the same University powers, so far as regards Degrees in Arts," is hereby amended by adding to the said third Section the words: "and, to prevent any confusion, the said Senate shall have a Seal separate and distinct from the Seal of the said Board of Management."

Section 7 amended,

2. The Seventh Section of the said Act is hereby amended by substituting the word "Senate" for the word "College" in the second line thereof.

Section 11 amended.

3. The Eleventh Section of the said Act is hereby amended by striking out the words "of Arts and Master of Arts," after word "Bachelor," in the second line of the said Section, and inserting in lieu thereof the words: "Master and Doctor in the several Arts and Faculties."

## 34th VICTORIA, CHAPTER XCIV.

AN ACT TO INCORPORATE THE TRUSTEES OF THE FRIENDS' SEMINARY OF THE PROVINCE OF ONTARIO.

Received the Royal Assent on the 15th of February, 1871.

Preamble.

Whereas an Act was passed by the Legislature of the late Province of Canada in the Session held the Tenth and Eleventh years of Her Majesty's Reign, chaptered One hundred and four, intituled: "An Act to Incorporate the Trustees of the Friends', or Quakers', Seminary, in the Township of Hallowell, in the District of Prince Edward," and Whereas the said Seminary was and is the property of the Society of Friends', now composing the yearly Meeting of Friends of Canada, and Whereas it has been represented by the Petition of Mr. Allen M. Dorland, Mr. Gilbert Jones, and Mr. William T. Hubbs, three of the Trustees of the Friends' Seminary, appointed by authority of the Act passed in the Session held in the Tenth and Eleventh years of the Reign of Her Majesty, chaptered One hundred and four, and fully authorized to act on the behalf of the said Corporation, that it is the opinion of the said yearly Meeting of Friends that the usefulness of the said Seminary would be largely increased by changing its location to the Township of Pickering, near the Village of Duffin's Creek, in the County of Ontario, in the said Province of Ontario, and that a new Act of Incorporation is thereby rendered desirable, and Whereas it is proper to grant the prayer of said Petition; Therefore Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

Society of Friends authorized to establish a Seminary.

1. The yearly Meeting of the Religious Society of Friends of Canada shall have power, and are hereby authorized, to establish a Seminary in the Township of Pickering near the Village of Duffin's Creek, for the purpose of giving a sound practical Education including the Classics; and for the furtherance of that object are empowered, at their Annual Meeting in the said Township of Pickering, to appoint three Trustees, who shall be Members of said Society and Residents of this Province, in accordance with the usages of the said Society, who shall hold office during pleasure; and that they and their Successors in office shall be a body politic and corporate, constituted and known as "The Trustees of the Friends' Seminary of Ontario," and shall, by that name, have perpetual succession and a Common Seal, with power to alter, renew, or change the same at pleasure; and, by the said name, may, from time to time, and at all times, acquire and hold as purchasers any interests in lands and Tenements, and the same alienate, lease, mortgage and dispose of, and purchase others in their stead; Provided always, and it is enacted, that the said Corporation shall at no time acquire, or hold, as purchasers any Lands, or Tenements, or interests therein, exceeding in the whole, at any one time, the annual value of Five thousand dollars, now otherwise than for their actual use, or occupation, for the purposes of the said Corporation; and, it is further enacted, that the said Corporation may, by the name aforesaid, from time to time, take, or hold, by Gift, Devise, or Bequest any Lands, or Tenements, or interests therein, if such Gift, Devise or, Bequest be made at least six months before the death of the Person making the same; but the said Corporation shall, at no time, take, or hold, by any Gift, Devise, or Bequest, so as that the annual value of any Lands, or Tenements, or interests therein, so to be taken, or held by Gift, Devise, or Bequest, shall, at

Authority to appoint Trustees.

Corporate Name.

Power to hold lands.

any one time in the whole, exceed the annual value of One thousand dollars; and no Lands, or Tenements, or interests therein, acquired by Gift, Devise, or Bequest, shall be held by the said Corporation for a longer period than seven years after the acquisition thereof, and, within such period, they shall respectively be absolutely disposed of by the said Corporation, so that it no longer retain any interest therein; and the proceeds on such disposition shall be invested in Public Securities, Municipal Debentures, or other approved Securities, not including Mortgages, for the use of the said Corporation; and such Lands, or interests therein, or such thereof which may not, within the said period, have been so disposed of, shall revert to the Person from whom the same was acquired, his Heirs, Executors, Administrators, or Assigns. And the said Corporation may by the said name sue, and be sued, in all Courts of Law and Equity in as large, ample, and beneficial a manner as any body politic, or corporate, in this Province.

Corporation may sue and be sued in corporate name.

Affairs to be managed by a committee.

2. That the affairs of the said Institution shall be under the management of a Committee of five, or more, Members of the Canada yearly Meeting of Friends, five of whom shall form a quorum for business, to hold office during pleasure; and to have authority and power to make By-laws, Rules, and Regulations, not being contrary to this Act, or to the Laws of this Province, or to any By-laws, Rules, and Regulations now, or hereafter to be, made by the aforesaid Society of Friends of the said Canada yearly Meeting, for the Government and management of the said Institution and of the affairs and property thereof, and for all other purposes relating to the well being and interest of the same, and the same to annul, alter, or repeal, at pleasure, in such manner as shall be deemed necessary, or expedient.

Power to pass by-laws.

The Trustees *ex officio* members of the Committee.

3. The Trustees appointed, in accordance with the provisions of this Act, shall be at all times *ex officio* Members of the Committee of Management, and it shall be the duty of them, or either of them, to affix the Corporate Seal to each and every Document drawn up, or issued, by the said Committee, and every such Document, thus sealed and signed by the Clerk of the Committee, shall be held to be an act of the Corporation.

Present Property and assets vested in certain Trustees.

4. All and every of the Estate and Property, Real and Personal, of the Institution referred to in the preamble to this Act, or of the Institution to which this Act refers, including all valid Bequests made to the said Institution, held at the time of the passing of this Act, and all debts due, or rights possessed, by the said Institution, or either of them, at the said time, shall be and are hereby vested in the said Trustees hereby constituted and appointed namely, Mr. Allen M. Dorland, Mr. Gilbert, Jones, and Mr. William T. Hubbs, and their Successors in Office, who shall, in like manner, be liable to, and for, all debts due by, or claims upon, the said Institution; Provided always, that a detailed account of the Property to be holden by the said Institution, under the authority of this Act; including a general account of the year's operations, the number of Pupils in attendance, their classification, and, when the Institution is in operation, shall be presented annually to the Chief Superintendent of Education, and so much of it, as he deems expedient, be by him embodied in his Annual Report.

Annual return to be made to the Chief Superintendent of Schools.

Rights of others not to be affected

5. Nothing herein contained shall effect, or be construed to affect, in any manner the rights of Her Majesty, her Heirs, or Successors, or of any Person, or Persons, body politic, or corporate, such only excepted as are hereinbefore mentioned and provided for.

Statement to be made to the Legislature.

6. The said Trustees shall be liable to render a Statement of their affairs, when required by the Legislature of Ontario.

NOTE. The Act relating to Grammar and Common Schools, with the Remarks on Mr. Edward Blake's Speech in regard to the Bill, while before the House of Assembly, by the Chief Superintendent of Education, is inserted in the two following Chapters of this Volume.

## CHAPTER XIX.

## AN ACT TO IMPROVE THE COMMON AND GRAMMAR SCHOOLS OF THE PROVINCE OF ONTARIO.

Received the Royal Assent on the 15th of February, 1871.

Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

PUBLIC SCHOOLS TO BE FREE—FEES IN CITIES AND TOWNS, ETCETERA, FOR TEXT BOOKS.

1. All Common Schools, which shall hereafter be designated and known as Public Schools, shall be Free Schools; and the Trustees of School Sections, and the Municipal Councils of Cities, Towns, Villages and Townships, shall, in the manner now provided by Law, levy and collect the Rate upon all the taxable property of the School division, or Municipality, (as the case may be), to defray the expenses of such Schools, as determined by the Trustees thereof; Provided that Public School Boards in Cities, Towns and Villages, may, if they deem it expedient, collect from Parents and Guardians of children attending their School, a sum not exceeding Twenty cents per month, per Pupil, to defray the cost of Text Books, Stationery and other Contingencies.

PROPER ACCOMMODATION TO BE PROVIDED BY TRUSTEES.

2. Each School Corporation shall provide adequate Accommodations for all children of School age in their School division, or Municipality.

PROVISIONS IN REGARD TO THE RIGHT OF CHILDREN TO BE EDUCATED.

3. Every child, from the age of seven to twelve years inclusive, shall have the right to attend some School, or be otherwise educated for four months in each year; and any Parent, or Guardian, who does not provide that each child between the ages aforesaid under his care shall attend some School, or be otherwise educated, as thus of right declared, shall be subject to the penalties hereinafter provided by this Act; Provided nevertheless, that any Pupil who shall be adjudged so refractory by the Trustees, (or a majority of them), and the Teacher, that his presence in the School is deemed injurious to the other Pupils, may be dismissed from such School, and, where practicable, removed to an Industrial School; Provided that nothing herein shall be held to require any Roman Catholic to attend a Public School, or to require a Protestant to attend a Roman Catholic School.

4. It shall be competent for the Police Magistrate of any City, or Town, and for any Magistrate in any Village, or Township, or Town, where there is no Police Magistrate, to investigate and decide upon any complaint made by the Trustees, or any Person authorized by them, against any Parent, or Guardian, for the violation of this Act, and to impose a fine not exceeding Five dollars for the first wilful offence; and double that penalty for each subsequent offence; which fine and penalty shall be enforced as provided in the one hundred and fortieth Section of the Consolidated School Act; Provided, nevertheless, that the Police Magistrate, or Justice, shall not be bound to,

but may, in his discretion, forego to issue the Warrant for the imprisonment of the Offender as in said Section is provided; Provided always, that it shall be the duty of such Magistrate to ascertain, as far as may be, the circumstances of any party complained of, and whether such alleged violation has been wilful, or has been caused by extreme poverty, or ill-health, or too great distance from any School; and, in either of the latter cases, the Magistrate shall not award punishment, but shall report the circumstances to the Trustees of the division in which the offence has occurred.

SCHOOL INSPECTORS IN COUNTIES, CITIES AND TOWNS,—THEIR QUALIFICATIONS.

5. In each County, or union of Counties, there shall be one, or more, School Officers, to be called County Inspectors, who shall have charge of not more than one hundred and twenty, nor less than fifty, Schools each; Provided always, that it shall not be necessary to appoint more than one such Officer in each Riding of a County; And provided further, that in Counties containing any Municipality wherein the French, or German, language is the common, or prevailing, language, an Inspector may have charge of any number of Schools not less than forty.

6. Each City, or Town, shall be a County for the purposes of this Act; and the Inspector shall be called the City, or Town, Inspector, and shall possess all the powers of a County Inspector in such City, or Town, except such as relate to investigating and deciding on School Trustee election complaints, which now by Law devolve on the County Judge.

7. The qualifications of County, City, or Town, Inspectors shall, from time to time, be prescribed by the Council of Public Instruction, which shall determine the time and manner of Examination of Candidates for Certificates of Qualification, and grant Certificates of Qualification; and no one not holding such Certificate of Qualification shall be eligible to be appointed an Inspector.

8. Each County Council, and each Board of Public School Trustees in a City, or Town, shall appoint from among those holding the necessary Certificate of Qualification, one Person to be Inspector of Public Schools in such County, City, or Town; and in Counties where there are, or shall be, more than fifty Public Schools, the County Council may appoint two, or more, Persons, (according to the number of Schools), holding such Certificates, to be Inspectors, and prescribe and number the territorial limits of each; Provided nevertheless, that any County, City, or Town, Inspector shall be subject to dismissal at pleasure by the Coucil, or Board, appointing him, or by the Lieutenant-Governor-in-Council, (as regards any County Inspector), for misconduct, or inefficiency; and the vacancy thus caused shall be filled from the list of those legally qualified by the Council, or Board, authorized to appoint such Inspector; Provided likewise, that no Inspector dismissed shall be reappointed, without the concurrence of the party who has dismissed him; And provided furthermore, that in a County where there are two, or more, County Inspectors, the Council of such County may, from time to time, change, or remove, such Inspectors from one Circuit, or Riding of the County to another.

9. Each Inspector of Schools so appointed, shall have the oversight of all Public Schools in the Townships and Villages within the County, or union of Counties, or part of the County, or union of Counties, for which he shall be appointed, and shall have all the powers in each Municipality within his jurisdiction, and be subject to all the obligations conferred, or imposed by Law, upon "Local Superintendents," and which are conferred, or imposed by this Act, according to such instructions as may be given to him, from time to time, by the Chief Superintendent of Education.

10. The remuneration of each City, or Town, Inspector of Schools shall be determined and provided for by the Board appointing him; the remuneration of the County Inspector shall not be less than Five dollars per School per annum, to be paid quarterly, by the County Council, which shall also have authority to determine and provide for the allowance for Travelling Expenses; Provided also, that it shall be lawful for the

Lieutenant-Governor-in-Council to direct the payment, out of the Consolidated Revenue, of an additional sum not exceeding Five dollars per School per annum to each County Inspector.

### Examination of Public School Teachers.

11. Each County Council, and the Board of Public School Trustees in each City, shall appoint a County, or City, Board of Examiners, (for the examination and licensing of Teachers, in accordance with the Regulations provided by Law), consisting of the County, or City Inspector, (as the case may be), and two or more other competent Persons, whose qualifications shall, from time to time, be prescribed by the Council of Public Instruction; Provided always, that in no such County, or City, Board of Examiners, the number of Members shall exceed five; and in all cases, the majority of the Members appointed shall constitute a quorum for the transaction of business; and the payment of their expenses shall be provided for as authorized by the Sixteenth Section of the School Law Amendment Act of 1860.

12. It shall be the duty of the Council of Public Instruction, from time to time, by a Committee of its appointment, or otherwise, to prepare and prescribe a Programme and Papers for the uniform Examination and classification of Public School Teachers; Provided, that First Class Certificates of Qualifications of Teachers, shall be awarded by the Council of Public Instruction only, and Second and Third Class Certificates by County and City Boards of Examiners only; And provided also, that First and Second Class Certificates, given under the authority of this Act, shall be permanent during the good behaviour of the Holders, and valid in all the Municipalities of the Province; Provided likewise, that all existing Certificates of Qualification of Teachers shall remain in force in their respective Counties, on the terms and conditions of the Act under which they were granted, and that upon their ceasing to be valid, as provided by Law, they shall be renewed from time to time under the Regulations and Programmes, prepared under the authority of this Act; Provided furthermore, that all Local Superintendents of Schools shall continue in office, and discharge their duties as heretofore, until provision shall be made for the appointment of County Inspectors, under the authority of this Act.

### Provision for Teaching Natural History, Agricultural Chemistry and Mechanics.

13. It shall also be the duty of the Council of Public Instruction, by the training of Teachers, the Programme of Studies, the selection of Text Books, and special Regulations, to provide for teaching in the Public Schools, the Elements of Natural History, of Agricultural Chemistry, of Mechanics, and of Agriculture.

### Township Public School Boards may be Formed.

14. The Municipal Council of any Township may, in case a majority of the resident Householders and Freeholders in two-thirds at least of the several School Sections, at Public Meetings called in each School Section of the Township, shall so desire it, form the Township into one School Municipality, as is each City and Town, and establish a Township Board of Public School Trustees, as provided by the Thirty-second Section of the Consolidated School Act.

### Size and Formation of Public School Sections in Townships.

15. No School Section shall be formed after the year One thousand eight hundred and seventy-one, which shall contain less than fifty resident children, between the ages of five and sixteen years, unless the area of such Section shall contain more than four square miles.

16. The majority of the Trustees, or any five Ratepayers of a School Section, shall have the right of appeal, or complaint, to their County Council against any By-law, or Resolution which has been passed, or may be passed, by the Township Council for the formation, or alteration, of their School Section; and it may and shall be lawful for such County Council to appoint a Committee of not more than five, or less than three competent Persons, (two of whom shall be the County Judge and a County Inspector, and the majority of whom shall form a quorum,) to investigate the matter of such appeal, or complaint, and confirm or disallow the By-law, or Resolution complained of; and on the representation and petition of the majority of the Trustees, or Ratepayers, of two, or more, School Sections in a Township, present at special Meetings called for that purpose, the County Council shall have authority to appoint a Committee of not less than five competent Persons, (two of whom shall be the County Judge and a County Inspector, and a majority of whom shall form a quorum), to revise and alter the boundaries of the School Sections of such Township, so far as to settle the matters complained of; Provided always, that no Person shall be competent to act on either of the Committees mentioned in this clause of this Act, who was a Member of the Township Council that passed the By-law, or Resolution complained of; And provided also, that the alterations made in the boundaries of any School Section by such Committee, shall not take effect before the end of the year during which they shall be made, and of which alterations due notice shall be given by the Inspector to the Clerk of the Township and to the Trustees of the School Sections concerned; Provided furthermore, that the School boundaries of a Village, existing at the time of its incorporation, shall continue in force, notwithstanding its incorporation, until altered under the authority of the School Laws.

OWNER OF LAND MUST SELL SCHOOL HOUSE SITE SELECTED—EXCEPTION.

17. On the selection of land, as provided by Law, for a School Site, for the erection of a School House and necessary Buildings, or for enlarging School Premises, if the owner of such land shall refuse to sell the same, or shall demand therefor a price deemed unreasonable by the Trustees of any Section or Board of Trustees in Cities, Towns, or incorporated Villages, the Proprietor of such land, and the Trustees, or Boards of Trustees, shall each forthwith select an Arbitrator; and the Arbitrators, thus chosen, and the County Inspector, or any two of them, shall appraise the damages to the Owner of such land, and upon the tender of payment of the amount of such damages to the Owner by the School Trustees, the land shall be taken and used for the purpose aforesaid; Provided nothing herein contained, shall authorize the selection in a Township of a Site within a hundred yards of a Garden, Orchard, Pleasure Ground, or Dwelling House, without the consent of the Owner of such Site; And provided further, that in Cities, Towns and incorporated Villages, vacant land only shall be taken without the consent of the Owner, or Owners.

FORMATION AND ALTERATION OF UNION SECTIONS—INSPECTOR'S DUTY—ASSESSMENT.

18. On the formation, or alteration, of a union School Section, or division, under the authority of the Fifth Section of the School Law Amendment Act of Eighteen hundred and sixty, it shall be the duty of the County Inspector concerned forthwith to transmit a copy of the Resolution, by which the formation, or alteration, was made, to the Clerk of the Municipality affected by such Resolution; Provided also, that it shall be competent for any County Inspector to call a Meeting of the parties authorized to form and alter union School Sections, and it shall be lawful for, and be the duty of the Reeves of the Township out of which the Section is formed, with the County Inspector, to equalize the Assessment.

TOWNSHIP CLERK REQUIRED TO PREPARE SCHOOL MAP OF THE TOWNSHIP.

19. Should the Clerk neglect, or refuse, to prepare and furnish the Map of the School divisions of his Municipality, as required by the Forty-ninth Section of the

Consolidated School Act, he shall render himself liable to a penalty not exceeding Ten dollars, to be recovered before a Magistrate, for the School purposes of his Municipality, at the instance of any Ratepayer thereof.

PROVISION FOR SECURING A TEACHER'S RESIDENCE.

20. The Trustees of any School Section, or Municipality, shall have the same authority to provide a Residence for a School Teacher that they now have by Law to provide School Accommodation.

TRUSTEES' ANNUAL SCHOOL REPORT—AUDITORS—SCHOOL INSPECTORS.

21. The Report of the School Trustees required by Law to be laid before the Annual School Meeting, shall include a summary of their proceedings, and state of the School during the year, together with a detailed statement of Receipts and Expenditure, signed by either, or both, of the School Auditors of the Section, and, in case of difference of opinion between the Auditors on any matter in the Accounts, it shall be referred to and decided by the County Inspector.

WHO SHALL CALL SCHOOL TRUSTEE MEETINGS.

22. Should the Secretary of a Trustee Corporation neglect, or refuse, at any time to give notice of a School Trustee Meeting, it shall be lawful for any Trustee to do so.

TRUSTEES MUST TAKE SECURITY FROM SECRETARY-TREASURER—THEIR RESPONSIBILITY.

23. All Moneys collected in any School Section by the Trustee Corporation, shall be paid into the hands of the Secretary-Treasurer thereof; and should the Trustees refuse, or neglect, to take proper security from such Secretary-Treasurer, they shall be held to be personally responsible for such Moneys; and the provisions of the One hundred and thirty-seventh Section of the Consolidated School Act shall apply to them.

CHAIRMAN WHEN ELECTED TRUSTEE TO MAKE DECLARATION OF OFFICE.

24. Any Chairman of a School Meeting, who may be elected School Trustee at such Meeting, shall make the declaration of office, now required of Trustees by Law, in presence of the Secretary of such Meeting.

APPOINTMENT OF SCHOOL SITE ARBITRATORS—THEIR POWERS.

25. Should the majority of the School Trustees, or the majority of a Public School Meeting, neglect, or refuse, in case of a difference in regard to a School Site, to appoint an Arbitrator, as provided in the Thirtieth Section of the Consolidated School Act, or should the Owner of land selected as a School Site, as provided by Section Seventeen of this Act, refuse to appoint an Arbitrator, it shall be competent for the County Inspector, with the Arbitrator appointed, to meet and determine the matter, and the County Inspector, in case of such refusal, or neglect, shall have a second, or casting, vote, provided they should not agree.

26. Should only a majority of the Arbitrators appointed to decide any case under the authority of the School Laws of this Province, be present at any lawful Meeting, in consequence of the neglect, or refusal, of their Colleagues to meet them, it shall be competent for those present to make and publish an Award upon the matter or matters submitted to them, or to adjourn the Meeting for any period not exceeding ten days, and give the absent Arbitrator notice of such adjournment.

ARBITRATION BETWEEN TRUSTEES AND TEACHERS ABOLISHED.

27. All matters of difference between Trustees and Teachers, authorized and required by the Eighty-fourth, Eighty-fifth, Eighty-sixth and Eighty-seventh Sections of the Consolidated School Act, passed in the Twenty-second year of Her Majesty's Reign, and Chaptered Sixty-four; the Ninth Section of the School Law Amendment Act, passed in the Twenty-third year of Her Majesty's Reign, and Chaptered Forty-nine; and the Ninth Section of the Grammar School Improvement Act of 1865, passed in the Twenty-ninth year of Her Majesty's Reign, and Chaptered Twenty-nine, to be settled by Arbitration, shall hereafter be brought and decided in the Division Court by the Judge of the County Court in each County; and the said clauses of the said Acts are hereby repealed; Provided always, that the decision of any County Judge in all such cases may be appealed from, as provided in the One hundred and eighth and five following Sections, or Sub-sections, of the said Consolidated Common School Act, and the Twenty-eighth Section of this Act.

WHAT A COUNTY JUDGE MUST DO IN APPEAL CASES.

28. Any Division Court Judge receiving an intimation of appeal from his decision, under the authority of the One hundred and eighth and five following Sections of the Consolidated School Act, shall thereupon certify, under his hand, to the Chief Superintendent of Education, the statement of claim and other proceedings in the Case, together with the evidence and his own judgment thereon, and all objections made thereto.

VACATION FROM 15TH JULY TO 15TH AUGUST IN PUBLIC SCHOOLS.

29. The Summer Vacations of all the Public Schools shall be from the Fifteenth day of July to the Fifteenth day of August, inclusive.

SUNDRY AMENDMENTS TO THE CONSOLIDATED SCHOOL LAW.

30. Several Sections and Sub-sections of the Consolidated Common School Act for Upper Canada, passed in the Twenty-second year of Her Majesty's Reign, and Chaptered Sixty-four, shall be amended as follows:—

(1) In the Twenty-third Section, and after the words "Twenty dollars," shall read, "to be sued for and recovered before a Justice of the Peace, by the Trustees of the School Section, or by any two Ratepayers, for its use."

(2) In the Second Sub-section of the Twenty-seventh Section, the words, "and shall proceed in the same manner as ordinary Collectors of County, or Township, Rates and Assessments," shall be amended to read as follows:—"and shall have the same powers and proceed in the same manner in his School Section and Township, as a Township Collector, in collecting Rates in a Township, or County, as provided in the Municipal Corporations and Assessment Acts."

(3) The Eighth Sub-section of the same (Twenty-seventh) Section shall be amended by striking out all the words therein after the word "Salaries."

(4) The Ninth Sub-section of the same (Twenty-seventh) Section, after the words "School Section," shall be amended so as to read as follows:—"but they, [the Trustees], shall not give such Order in behalf of any Teacher, except for the actual time during which said Teacher, while employed, held a legal Certificate of Qualification."

(5) At the end of the Twelfth Sub-section of the same (Twenty-seventh) Section, the following words shall be added:—"and in case of any omission, or mistake, in such Roll, the Township Council shall have authority to correct it."

(6) In the First Sub-section of the Ninety-first Section, the words, "he shall apportion no Money," shall read, "he shall apportion, but shall not give an order to pay Money."

MEANING OF REFERENCE TO MUNICIPAL AND ASSESSMENT ACTS.

31. Wherever any reference is made in any School Act to the Municipal Institutions, or Assessment, Acts, it shall be held to mean those Acts, or Amendments to them, which may be in force at the time of performing any duty under their authority.

PUBLIC SCHOOLS IN CITIES, TOWNS AND VILLAGES.

32. The Public Schools in Cities, Towns and incorporated Villages shall be under the management of Boards of Public School Trustees; and each of such Boards shall be a Corporation under the designation of Public School Board, and shall succeed to all the property, rights, obligations and powers of Boards of Common School Trustees in such Cities, Towns and Villages; Provided that the Common School Boards shall continue in office until their Successors are elected, as provided by the Thirty-third Section of this Act.

33. The Members of the Public School Boards shall be elected and classified in the manner provided by Law for the election and classification of Common School Trustees in Cities, Towns, and incorporated Villages.

COURSE OF STUDY IN HIGH SCHOOLS.

34. Boards of Grammar School Trustees shall be designated High School Boards; and the Grammar Schools shall be designated and known as High Schools, in which provision shall be made for teaching to both male and female Pupils the higher branches of an English and Commercial Education, including the Natural Sciences, with special reference to Agriculture, and, also, the Latin, Greek, French and German languages, to those Pupils whose Parents, or Guardians may desire it, according to a Programme of Studies and Regulations, which shall be prescribed from time to time by the Council of Public Instruction, with the approval of the Lieutenant-Governor-in-Council; and the Council of Public Instruction shall have power to exempt any High School, which shall not have sufficient funds to provide the necessary qualified Teachers, from the obligation to teach the German and French languages.

GRAMMAR SCHOOL ACT TO APPLY TO HIGH SCHOOLS—NEW ONES.

35. All the provisions of the Grammar School Act shall, as far as is consistent with the provisions of this Act, apply to High Schools, their Trustees, Head Masters and other Officers, as fully as they apply to Grammar Schools and their Officers. And, as far as the fund will permit, it shall be lawful for the Lieutenant-Governor-in-Council to authorize the establishment of additional High Schools upon the conditions prescribed by the Grammar School Act and this Act.

LOCAL ASSESSMENT FOR HIGH SCHOOLS IN CITIES, TOWNS AND VILLAGES.

36. The Grammar, or High School, Grant shall be exclusively applied in aid of High Schools; and of the sums of money required to be raised from local sources for the support of a High School a sum equal to one-half of the amount paid by the Government to any High School in a City, or Town withdrawn from the jurisdiction of the County, together with such other sum as may be required for the accommodation and support of such School, shall be provided by the Municipal Council of such City, or Town, upon the application of the High School Board. In the case of a High School in Towns, incorporated Villages, or Townships, one-half of the amount paid by the Government shall be paid by the Municipal Council of the County in which such High School is situated; upon the application of the High School Board; and such other sums as may be required for the maintenance and School Accommodation of the said High

School, shall be raised by the Council of the Municipality in which the High School is situated, upon the application of the High School Board; or, in the event of the County Council forming the whole, or part, of a County into one or more High School Districts, then such other sums as may be required for the maintenance of the said High School shall be provided by the High School District upon the application of the High School Board in the manner hereinafter provided:—

(1) The Council of any Municipality, or the Councils of the respective Municipalities, out of which the whole, or part, of such High School District is formed, shall, upon the application of the High School Board, raise the proportion required to be paid by such Municipality, or part of the Municipality, from the whole, or part, of the Municipality, as the case may be.

### Condition of Receiving the Public, or High School, Grant.

37. No Public, or High, School shall be entitled to share in the Fund applicable to it unless it is conducted according to the Regulations provided by Law; and each High School conducted according to Law, shall be entitled to an Apportionment at the rate of not less than Four hundred dollars per annum, according to the average attendance of Pupils, their proficiency in the various branches of Study, and the length of time each such High School is kept open, as compared with other High Schools.

### Admission of Pupils to High Schools.

38. The County, City, or Town, Inspector of Schools, the Chairman of the High School Board and the Head Master of the High School shall constitute a Board of Examiners for the admission of Pupils to the High School, according to the Regulations and Programme of Examination provided according to Law; and it shall be the duty of the Inspector of High Schools to see that such Regulations are duly observed in the admission of Pupils to the High Schools; Provided nevertheless, that the Pupils already admitted as Grammar School Pupils according to Law, shall be held eligible without further examination for admission as Pupils of the High Schools: And provided furthermore, that Pupils from any part of the County in which a High School is, or may be, established shall be admitted to such School on the same terms as Pupils within the Town, or Village, of such School.

### Inspectors of High Schools.

39. The Inspector, or Inspectors, of Grammar Schools now authorized by Law, shall be known as the Inspector, or Inspectors, of High Schools.

### High School Districts to be Defined—Trustees.

40. Every County Council shall determine the limits of each High School District for each Grammar School now existing within the County, and may form the whole, or part, of one, or more Townships, Towns and Villages within its jurisdiction into a High School District; and the High School Board of such District shall possess all the powers within the said District, for the support and management of their High School, and in respect to the County Council, as are possessed under the Grammar School Acts and this Act by High School Boards in respect to the support and management of the Schools under their care; and such County Council may appoint and determine the continuance and succession in office of six duly qualified Persons as Members of such High School Board. Provided, however, that existing Grammar School divisions already established shall be called High School Districts, and continue as such until otherwise altered by the By-law of such County Council.

ESTABLISHMENT OF COLLEGIATE INSTITUTES—CONDITIONS OF GRANT.

41. And whereas it is desirable to encourage the establishment of superior Classical Schools, it shall be lawful for the Lieutenant-Governor-in-Council to confer upon any High School, in which not less than Four Masters are fully employed in teaching the subjects of the prescribed Curriculum, and in which the daily average of male Pupils studying the Latin, or Greek, language shall not be less than sixty, the name Collegiate Institute; and, towards the support of such Collegiate Institute, it shall be lawful for the Lieutenant-Governor-in-Council to authorize the payment of an additional sum, at the rate of, and not exceeding Seven hundred and fifty dollars per annum, out of the Superior Education Fund, provided under the authority of the Tenth Section of the Consolidated Grammar School Act, passed in the Twenty-second year of Her Majesty's Reign, Chaptered Sixty-three; Provided, that, if in any year the average of Pupils above described shall fall below Sixty, or the number of Masters be less than Four, the additional Grant shall cease for that year; and, if the said average shall continue to be less than Sixty, or the number of Masters less than Four, for two successive years, the Institution shall forfeit the name and privilege of a Collegiate Institute, until restored by the Lieutenant-Governor-in-Council, under the conditions provided by this Section.

ESTABLISHMENT OF INDUSTRIAL SCHOOLS IN CITIES AND TOWNS.

42. The Public School Board of each City, Town and Village may establish one, or more, Industrial Schools for otherwise neglected children, and make all needful regulations and employ the means requisite to secure the attendance of such children, and for the support, and management and discipline of such School, or Schools.

ANNUAL PAYMENTS TO SUPERANNUATED SCHOOL TEACHERS' FUND.

43. Each male Teacher of a Public School holding a Certificate of Qualification, under the School Acts of this Province shall, and each such female Teacher may, pay into the Fund for the support of Superannuated School Teachers the sum of Four dollars annually; and each Inspector of Schools is hereby authorized and required to deduct one-half of such sum semi-annually from any payments made by him to any male Teacher under his jurisdiction, and transmit the same to the Education Department; Provided always, that any Teacher retiring from the profession shall be entitled to receive back from the Chief Superintendent one-half of any sums thus paid in by him to the Fund; And provided further, that, on the decease of any Teacher, his Wife, or other legal Representative, shall be entitled to receive back the full amount paid in by such Teacher, with interest at the rate of seven per centum per annum.

VACATION FROM 1ST JULY TO 15TH AUGUST IN HIGH SCHOOLS.

44. The Summer Vacation in the High Schools throughout the Province shall be from the First day of July until the Fifteenth day of August inclusive.

AUDIT OF HIGH SCHOOL TREASURER'S ACCOUNTS.

45. The Treasurer of every High School Board shall submit his Accounts to the County Auditors to be audited by them in the same manner as the County Treasurer's Acounts are audited, and it shall be the duty of the County Auditors to audit such Accounts.

TRUSTEES' ACCOUNTABILITY FOR SCHOOL MONEYS, ETCETERA.

46. The One hundred and thirtieth and seven following Sections of the Consolidated School Act, passed in the Twenty-second year of the Reign of Her Majesty, and Chap-

tered Sixty-four, shall apply to every School Trustee, or other Person, into whose hands any School Moneys, or School property shall come, and who neglects, or refuses, to account for, or deliver up the same, when called upon by competent authority to do so; and the County Judge, upon application of any two Ratepayers in a School Section, or division, supported by their affidavit of the facts made before a Magistrate, shall have the same jurisdiction in the case, as he has in that of a Secretary-Treasurer, by the said Sections of the Consolidated School Act; Provided always, that it shall be the duty of School Trustees to exact security from every Person to whom they entrust School Money, or other School property, and to deposit such Security with the Township Council for safe keeping.

### Toronto School Act of 1869.

47. The provisions of the Act passed in the Thirty-second year of Her Majesty's Reign, Chaptered Forty-four, intituled:—"An Act to amend the Act respecting Common Schools in Upper Canada," are, except the Ninth and Tenth Sections thereof, hereby declared to apply to the City of Toronto alone.

### Inconsistent Provisions of other Acts Repealed.

48. All the provisions of the Grammar and Common School Acts which are inconsistent with this Act are hereby repealed.

## REMARKS ON THE NEW GRAMMAR AND COMMON SCHOOL ACT OF ONTARIO. BY THE CHIEF SUPERINTENDENT OF EDUCATION, 1871.

The New School Act for the Province of Ontario, is the most important Measure which has yet been passed by the Legislature of Ontario. In an educational point of view it is second only in importance and value to the present Consolidated School Act, which was passed Twenty-one years ago, and which was the first Bill assented to in Upper Canada, by the late lamentel Lord Elgin, after the Legislature had been removed to Toronto in 1849. The effect of its operation will be to give an immense impetus to the cause of popular and higher Education in this Province, the results of which are the well-being and progress of the Country, it is not easy to estimate. The history of the Bill, as an Act of Parliament, is so well known, that I need not recapitulate it. But there are a few points connected with its preparation and passage to which I deem it proper to refer.

The Bill itself was framed after a full and free consultation on most of its proposed provisions at the various County School Conventions held in the winter of 1868-9, by the Chief Superintendent of Education.* After its main features had been thus submitted to popular discussion it was formally submitted to the Legislature and was there subjected to an ordeal of a more critical discussion of its details before a large Committee of the House of Assembly, during the Session of 1869-70. As the result of that Conference and discussion on its various provisions, it was again, with some modifications, embodied in a Bill, (which was referred to in the Speech from the Throne), and laid before the Legislature in December, 1870. Although subjected to unusual criticism in the House, and vigorously opposed by some Members, it is most gratifying to know that the Bill is substantially the same as that first introduced by the Honourable M. C. Cameron, Provincial Secretary, who had charge of the Bill, and who so patiently, and yet so ably, explained and defended its provisions. In no single instance, so far as I am aware, were changes made in any essential principle, or feature of the Bill. Several modifications in its details were, of course made, but they were chiefly suggested by its promoters, or without hesitation concurred in by them when offered in good faith and without a party object.

*For an account of these Proceedings see page 143 of the XXIst Volume of this Documentary History.

The liberal and practical spirit in which the new Act will be carried out by the Education Department will afford the best answer, and be an ample vindication of the Chief Superintendent from the unjust aspersions which some parties have cast upon him.

As an evidence of the liberal and comprehensive spirit in which the whole Act will be carried out, I would refer to the Regulations of the Council of Public Instruction in regard to the "Qualifications of Public School Inspectors and of County Examiners," which will be found further on.* It will be seen by those Regulations that no Examination whatever will be required from three classes of persons, videlicet:—(1) The present County and City Superintendents of Schools. (2) Head Masters of Grammar, or High, Schools, or, (3) from Graduates of Universities. All that such Persons will have to do is to satisfy the Education Department that they are acquainted with the special subjects of School Organization and Discipline, and the provisions of the Law and Regulations on those subjects.

## CHAPTER XX.

## THE GRAMMAR AND COMMON SCHOOL IMPROVEMENT BILL OF 1870, 1871 AND AMENDMENTS TO IT.

During the passage of the foregoing Draft of School Bill through the Legislature, a number of Amendments to it were proposed by Mr. Edward Blake and others,—each of which was rejected by the House. In introducing his Amendments, Mr. Blake made an elaborate Speech, which, as revised by himself, and published in a Pamphlet, I am enabled to insert in this Chapter. So strongly did Doctor Ryerson dissent from the remarks of Mr. Blake that, while the Bill was before the House, he addressed the following Letter to Mr. Blake through the columns of *The Globe* Newspaper. On the appearance of his revised Speech in Pamphlet form, Doctor Ryerson addressed a second Letter to Mr. Blake, which I also insert further on, in a very abbreviated form, omitting certain personal criticisms, as well as certain details in regard to the particular Sections of the Bill, to which Mr. Blake objected.

### FIRST LETTER TO MR. EDWARD BLAKE, IN REPLY TO HIS SPEECH, IN THE HOUSE OF ASSEMBLY, AGAINST THE SCHOOL BILL OF 1870, 1871.

You have thought proper on a recent occasion to assail the fundamental principles of our Public School System to attack the only means by which that System has been established and brought to its present state of advancement.

When the Common School Bill of 1850, which has become the Magna Charta of our School System, was before the Legislature of Canada in that year, it was arranged by mutual consultation, that the education of the people should not be made a political party question, and that, in legislating for its promotion, no party advantages should be sought. It was, therefore, agreed that when a Member of the Government should move the second reading of the Bill, the Leader of the Opposition should second it. This was done; and when the House went into Committee of the whole on the Bill, I was requested to sit in the House, between Mr. Baldwin and Mr. Hincks, to afford

* See page 277, Chapter XXIV of this Volume.

them, as occasion might require, answers to enquiries of Members as to various provisions of the Bill. When even certain financial Sections came up, and Members asked as to the necessity of such and such sums, the reply, on the part of the Government was, that they could not tell of their own knowledge, but that such was the estimate by the Chief Officer of the Department, and the Author of the Bill—that the Estimate appeared to them to be moderate, but that care would be taken that the money should not be needlessly expended.

I had prepared the Bill of 1850 at the request of Mr. Baldwin, (then Attorney-General and Leader of the House), who devoted nearly two days in going over it clause by clause with me.

Such, sir, was the spirit and manner in which our School System was embodied in the form of law; and in the same spirit I addressed my first Circular to Municipal Councils, adducing the conduct of the Leaders and Members of both parties in the Legislative Assembly as an example for their imitation, in not allowing the element or spirit or political party to enter into the great work of providing for the education of their children, and in that spirit of Christian pratiotism have the Municipal Councils, from 1850 to this day, performed their part of the work in promoting the education of our Country; and nothing can excel the noble manner in which the great body of the people have acted in the same spirit and for the same national object.

The Honourable George Brown, and yourself, are the first and only two public men of prominence that have broken this truce of party in the divine work of National Education. Mr. Brown has for several years sought by every means in his power to alarm the Country, stating *ad nauseam*, that I was saddling upon it a Prussian despotism in the form of a School System—yes, that very System of school institutions which you yourself called "self-working institutions." When I first explained and commended the System of Free Schools, Mr. Brown sought still further to alarm the country by proclaiming that I was not contented with enslaving the Country by a School System of Prussian despotism, but that I was now proposing to "pauperize" it by establishing a system of "pauper schools." When I afterwards, by legislative aid, provided for the establishment of Free Libraries and Prize Books for the Schools, Mr. Brown again sounded the alarm that I was ruining the Book Trade. But that sysetm which Mr. Brown formerly decried as a "Prussian despotism," has become a cherished object of affection with the people of this Country, and as the British School Commissioner to America, the Reverend James Fraser, the present Bishop of Manchester, said, the nearest approach to the voluntary system of any School System with which he had met in America, while he considered the teaching in the Canadian Schools the more solid, but that of the American Schools more showy. Mr. Brown's "pauper schools" of twenty years ago have been adopted by the Country as the best and noblest System of Schools ever devised; and, by the chronicles of the *Globe* itself, the Book trade has acquired a rapid and still enlarging expansion, and the commencement of that rapid expansion is co-temporary with the information diffused by Catalogues, etcetera, in the establishment of the System of Free Public Libraries and Prize Books in the Schools. On most of these subjects Mr. Brown himself has found it convenient to change sides, as did the poet Cowper's Lawyer in arguing the case of litigation between the Nose and Eyes as to the proprietorship of the spectacles. . . .

If a gentleman, whether in the Legislature or out of it, thinks it better that Boards of High Schools in Cities and Towns should be separate from the Boards of Common Schools, rather than to have both from one Board, it is his right and his duty to express it; and I respect him the more for an honest expression of his opinion, though different from him. And so with a gentleman who may think that Common Schools in Cities and Towns should be exempted from the proposed provision for making Common Schools Free by law; so also with a gentleman who might think certain provisions of the Bill would injure rather than benefit both Grammar and Common Schools in some localities; so likewise with a gentleman who might think certain pow-

ers to be conferred on certain parties by the Bill are needless and objectionable, or that certain personal conditions are not requisite. Or if a gentleman should think the very principle of the Bill objectionable, and, therefore, should object to its Second reading, his duty and his honour would require him to do it. But for a gentleman and scholar to lay down a principle, in the form of objection, which is at variance with the practice of all Statesmen and Legislatures in every educating Country in the world, and which would have prevented all educational progress in both Europe and America, but also to attack the Council of Public Instruction,—a Body of educated gentlemen, and most of them of educational experience, who have devoted months of time and much labor to promote the education of the youth of the land—gentlemen who have prepared and prescribed every Regulation and standard of Examination by which our School System has been made the boast of our own land and the praise of other lands, —gentlemen who have thus given their advice and professional learning and experience, during twenty-five years, without a farthing's remuneration for their services; nay, further, for you as a gentleman to misrepresent the words and acts of another gentleman, when and where you knew he could not defend himself, and one whose public life, in the service of his Country, is longer than your natural life in the world; for you, Sir, to do all this, and more than this, I leave to the Members of the Legislature of any party, and to the public at large to judge whether your conduct is statesmanlike or the reverse, patriotic or selfish, fair or unfair or honourable or dishonorable.

Sir, you have denied me every opportunity of meeting you face to face; you were appointed on a large Select Committee of the House of Assembly, where the very matters on which you have assailed the School System but you never appeared one half day or one hour where I could answer you. . . . And I now challenge you to meet me through the press, or on any platform and sustain, if you can, the statements and insinuations which you have made at a time, and where neither I nor the other objects of your assault could meet you. I will meet you and Mr. Brown on all the questions of yours and his imputations. You need not excuse yourself out of professed respect for any age. You had no respect for that in your statements and insinuations, the most disreputable of which the *Globe* reporter has suppressed.

Nay, sir, you can do things to which another man could hardly descend; such, for example, as when a few months since, you demanded a Voucher for the enormous sum of $23 paid me as travelling expenses for going from Toronto to Ottawa, and back again in 1868, to close up the business of my Department there after Confederation. The Provincial Treasurer found his archives minus this important Document; and, to satisfy your demand, sent to the Educational Department to make inquiries about it, when the veritable Vouchers was found duly fyled. . . .

I now address myself, in brief, to some of your doctrines and statements:

You lay it down as an essential preliminary and condition of School Legislation that there must be Petitions from the people for it. Sir, was there a single petition from all Ireland when, in 1832, the Imperial Government and Parliament, through Lord Stanley (afterwards Earl Derby), established a system of national education, under the direction of a Board of Education, in Dublin, invested with ten times the power ever proposed to be conferred upon the Canadian Council of Public Instruction —a System under which Ireland has advanced in knowledge and civilization, beyond what could have been anticipated in 1830? Were there any petitions from the people in England, or Scotland, when the Parliament and Government established the system of Elementary Education for Great Britain, ultimately granting £800,000 sterling per annum, and all expended under a small Committee of the Privy Council, which made every Regulation and prescribed every condition and examination, and appointed every Inspector; determined the classification and even Salaries of the Teachers, and expended, at its discretion, every farthing of the large Parliamentary Grant? Were there petitions from the people when the British Parliament passed the recent School

Act, to improve the Elementary School System by introducing the Canadian principle of local elective Boards of School Trustees and Municipal taxation, to manage and support the Schools; and which, I happen to know, was adopted from our Canadian System, in preference to the American System of School taxation by Acts of the Legislature itself? Sir, have you ever read of a single Petition from the people of the States of Massachusetts, or New York, or any other State, for School Legislation, or for any one of the numerous Acts to amend their School Laws and improve their School Systems? Were there any Petitions from the people of Canada for the general School Law of 1841, and then for the amendment of that law in 1843, and again in 1846, or for the more important School Law of 1850, or additions to and improvements of it in 1853, 1860, and 1865? Sir, if your doctrine be true, then all the Statesmen of Great Britain and of the United States, and of our own Canada, have been, and acted wrong in all past times, in all that they have done for the education of the people. . . .

Sir, you seem to be aware that there is no game so easily played, as the game of party, or of faction, in questions of mental and social progress; but you do not seem to be aware that there is no game to criminal, and which, to so great a degree is, as Lamartine in his Girondists, expresses it, "the crime of politics against nature." If you had studied the first elements of the problem of educational and social progress; if you had penetrated the spirit, as you have read the letter of laws; if you had mastered even the first lessons of mental philosophy and the laws of mental development, you would have known that all intellectual, as well as moral, advancement must be by the moral pressure and influence of the better educated upon the less educated portions of the community. One characteristic of both intellectual and moral ignorance is, that it is unconscious of its destitution; it has no knowledge of, and therefore no appetite for, anything better. The wild man of the woods is satisfied with his mat wigwam, his rawskin covering, his uncertain fate, and never petitions, according to your doctrine, until, by the teachings of others he is made to see and feel how much greater are the comforts of the habitation, and clothing and food of civilization. . . . The education of a people and the improvement of their School Laws is not the redressing of a felt grievance, but the remedy of a defect, the supply of a deficiency, the development of new resources; and this is not an arena for the battle of party, but a work (always difficult for any Government) in which every man should forget that he is or ever was a partizan, and feel that he is a Canadian, and that every other Canadian is his brother, of whatever sect, or party—that the work is not the battle-axe or property of any party, but, as I have always sought to represent it, the creation and joint produce, and common property of all parties, or rather of all Canadians of progress, irrespective of sect or party. . . .

TORONTO, January 10, 1871. EGERTON RYERSON.

## MR. BLAKE'S SPEECH ON THE GRAMMAR AND COMMON SCHOOL IMPROVEMENT BILL OF 1871.

If there be one thing of which we are justly proud; it is the high position of this Country, as compared with other Countries, in the average scale of intelligence, and if there be one thing more than another upon which we have to depend for further advancement in intelligence and general prosperity, it is our Educational System. Although we shall be called on to consider, during this Session, questions of great magnitude, questions relating to Public Policy, involving the expenditure of large sums of money, and largely affecting our future, for weal, or for woe, yet the subject of our General System of Education far surpasses them in importance.

I agree with those who say that practical experience is of great moment in this affair; and I frankly acknowledge my want of that experience, and the extreme diffidence and hesitation with which I venture to lay my views before the House. And it is because I consider it of such importance, and because I believe that practical

experience should, to a very large extent, govern our actions in dealing with it, that I attach great weight to the remarks that have been made in this House with reference to the attitude of the Country. If we have heard, as we have on several occasions from the Treasury Benches, when measures were proposed on both sides of the House, the objection raised to them that they were not demanded by Petitions from the People,—that there were no expressions of popular opinion in their favour, I ask can you conceive any question to which this sort of objection could be raised with greater force than to the question of our Public Schools? We know that there are an almost infinite number of Common Schools throughout the Country, that there are the Meetings of the Ratepayers in every School Section, that the People pay directly large sums of money every year for the maintenance of these Schools, that it is our proud boast that the Common School tax, although cheerfully borne, is the heaviest burden on the Ratepayers, and that People at large are possessed of great practical experience in the matter,—I say, looking at all these facts, our Common School System is a subject upon which, if upon any, you may expect an early and lively expression of the popular will. If there is any thing seriously wrong in that System, there would be almost immediately a loud and universal expression of Public opinion upon it. Therefore, I concur in the view expressed by several Members of this House with reference to legislating on this subject in advance of Public opinion. I do not mean at this moment to pronounce upon the state of Public opinion, but I do say that we under-rate the intelligence of our People, and the amount of attention they bestow on this subject which so nearly concerns themselves, if we suppose that they are not fully competent to discern its practical working, or that they are in the slightest degree indifferent to it, or would not be ready at once to complain of any serious defects in the present Common School System. The Provincial Secretary has stated that the Chief Superintendent of Education is a man of great experience, and that we ought to listen to his suggestions and adopt them. On former occasions, when measures were before us for amending the Common and Grammar School Acts, I stated that it was not the mere right, but the bounden duty of the House to form its own judgment, and decide upon questions of this description. I denied then, and I deny now, that the House is called on, at the dictum of any man, no matter how learned he may be, or how experienced, to bow down its judgment to him in matters of this kind. And the fate of those measures as a whole, and of some of the discarded absurdities they contained justifies my remark. I would be ashamed to go back to my Constituents and say that in any one particular, in which my reason had convinced me that a measure was wrong, I had failed to exercise my reason. I propose to give this Bill due consideration, but will exercise my own judgment in spite of the suggestions of the Provincial Secretary and the Chief Superintendent. If I could agree with the Provincial Secretary in the view that we ought to do whatever was suggested by the Chief Superintendent, I should advise him to condense this Bill into one short Section, providing that the Common Schools and Grammar Schools of this Country should be administered according to Codes to be from time to time promulgated by the Chief Superintendent. Thus we should be relieved from that painful progress of incubation through which this Bill must pass before it comes out of Committee. If we are not to judge of these provisions, do not submit the provisions for our judgment. But if you do submit them, we, and no other, must decide upon them.

With reference to the question of Free Schools, I heartily and cordially agree in the aspiration that the Schools of this Country should become Free. But I am bound to point out that the arguments in the published remarks by the Chief Superintendant, on which it is proposed to take that step, are based on a very great fallacy. I will for a moment assume the data given by the Chief Superintendent to be accurate, and not susceptible of objection. These data then, show that the Schools of this Country being maintained under the operation of the system of local self-government which we enjoy,—by which the people of each locality learn to judge for themselves whether,

or not, to adopt the principle of Free Schools,—very great progress is being made in the direction of Free Schools. It is highly satisfactory, as the intelligence of the Country advances, and the circumstances of the Country become improved, that we should see a healthy progress,—a progress not in advance of the public opinion, or circumstances of the Country,—towards the goal which we all desire to see attained. But I do not know that progress however grand, or rapid, is an argument for interfering with the wholesome process under which that progress is being made. I do not think it is a sound argument to say, that because, under the natural operation of laws which allow our Schools to become Free, these Schools are gradually becoming Free, we should therefore step in and make them Free in spite of the wishes of the people. If, however, the data were correct, it would be said that the House is only legislating a little in advance of public opinion. But it is not so in fact. If the House will look at the record of the amounts levied in aid of the Common Schools, it will find that in 1869 that amount was by no means insignificant,—in fact it amounted to $45,000,—and this sum the Government scheme proposes to sweep away. It may be questioned whether this be prudent; but what is of almost vital consequence in considering the argument of the Provincial Secretary is, that the decrease of the amount levied in the Rate-bill in aid of Schools not Free, is as to Cities, Towns and Villages, entirely imaginary. The sum levied by the Rate-bill in Cities, Towns and Villages, in 1866, was $19,-500; in 1867, $20,900; in 1868, $22,300; in 1869, $23,343. Do these figures indicate that the public sentiment in Cities, Towns and Villages, which have to bear, in comparison with Counties, a very heavy burden to taxation,—has shown such a decided progress towards the adoption of the principle of Free Schools, as to lead to the supposition that there is a universal concurrence on that point? In the Counties, where the taxation, as compared with Towns, is nominal, they are going on, I rejoice to say, in the direction of Free Schools, but, in the Cities, Towns and Villages, where the taxation is heavier, and the incidence of taxation is different from that in Counties, they are not going so fast. I dread, if the House should choose to sweep off by one blow the sum derived from the Rate-bill in these Corporations, nearly $24,000 a year, by declaring that the Schools shall be Free,—that the House may injure the cause of Education. If the House calls on the Cities, Towns and Villages, at once, to provide, by direct taxation, the sum of $24,000 in addition to their present burden, it will not help the cause of Education. If the argument for the compulsory establishment of Free Schools depends on the progress that System has been making, that argument is destructive of the proposition, as applied to Cities, Towns and Villages, in which Corporations the Rate-bill is increasing instead of diminishing. It is to be remarked, that in several of these rated Schools, Books and Stationery are supplied to the Pupils, and this System will be broken up under the present proposal. In my humble judgment it would be better,—in order to get at that which we are all agreed is a desirable thing,—a system of Free Schools,—it would be better in those communities in which we find the Rate-bill increasing, to leave the matter to the operation of the present well known Laws, and not to say to the People—"you shall establish those Schools now, although you do not like the System." There is this to add, that you are not establishing, and cannot establish, a complete Free School System throughout the Country, because the Roman Catholic Separate Schools are protected under the Union Act, and in these Schools, therefore, the Rate-bill may still be maintained.

With reference to Compulsory Education, my own opinion is, that, except perhaps in Cities, this Section will not be found a living letter of the Law. Even in Cities, to a large extent, and in Counties almost entirely, the Law will be a dead letter. I agree with the Honourable Member for Lincoln (Mr. Rykert,) on the subject of perpetual imprisonment. This perpetual imprisonment Section is so outrageous, that I will assume it to be an error, and pass it by. It must be struck out, and other changes must be made. The right of home education must be recognised. My opinion is, that we can get as high a degree of Education as is procurable under any Compulsory System, by judicious management, and a liberal expenditure of money in connection with

our present Common School System. I do not believe that our population is indifferent to School Education. I am proud to believe that, from year to year, the desire for Education will increase, and that it will be regarded as a badge of shame that a Parent does not send his Children to School. The man who neglects to do so is just the man you cannot force by saying, "you shall pay a fine, or go to jail." I have made some investigation on this subject, and it is highly satisfactory to say that, as a general rule in the lately settled districts, where the Parents were at first poor and unable to provide for Schools, or to deprive themselves of the little aid of their Children, the attendance of the Children at Schools, notwithstanding various drawbacks, has largely increased. In the County, one of whose Ridings I have the honour to represent, the increase since the last Census is quite disproportionate to the increase of the population,—the attendance is nearly double the attendance of 1861. There are similar results in other Counties,—and Counties which once stood, as regards school attendance, as one to five and one to six, now stand as nearly one to four. I believe it is a reasonable estimate, that about 25 per cent. of our population—men, women, and children—in this Province of Ontario, are going to School. When this state of things exists, I do believe that you will get by judicious legislation, by liberal encouragement out of the public purse, and by preserving the elements of elasticity and local control, all the educational advantages that the people desire, and will avail themselves of. I do not believe the compulsory Section is one that will do much good. It will not be enforced. I dare say that in Cities there is a class that ought to be compelled to go to School; but, as regards the other parts of the Country, the working of a compulsory measure is practically impossible. And I need hardly add that a Law which is not observed is a positive injury to the Community. It encourages lawlessness.

Again, with regard to the Roman Catholics they should not, be forced, in spite of those conscientious scruples which have produced Separate Schools, to attend the Public Schools. That is not calculated to promote,—it is calculated to retard, what we all hope for—the general use, by the whole School population, of the Public Schools.

With regard to the proposals made on the subject of Common School Education, I cannot help expressing the repetition of the feelings of apprehension I ventured to state on that point in the debate on the Address. The more I have reflected on the matter, the more difficulty I have felt as to the possibility of our dealing thoroughly, in the present state of our Schools, with the subjects with which the Bill proposes to deal. I look first of all at the Salaries of Teachers of our Common Schools; and secondly at the number of Children they are called on to instruct. I am obliged to say that, having regard to what I see in the Reports presented as to the proficiency of these Schools in Reading, Writing and Arithmetic, and looking to the Salaries we pay the Teachers, and the number of Scholars, and the character of the School Accommodation, I do not believe we can introduce into our Common Schools, instructions in new branches, without a diminution in the efficiency of the instruction in the practical branches of Reading, Writing and Arithmetic. I would rather, if it is proposed to add these new branches, proceed with extreme caution,—I would rather try and apply them to the Grammar Schools, which are supposed to be of a higher grade, and in which Children of a greater age are instructed; Children who have already gained some knowledge of the elements of Education,—in fact, the more studious, industrious, and advanced of our School population. I think the experiment had better be tried on the Grammar Schools before we attempt to engraft it upon the Common Schools. I said in my Speech on the Address, that I should rejoice if this scheme were practicable in regard to Common Schools. The difficulty is that I do not see its practicability; I do not see what knowledge you can give the Teachers as a mass, which will be of any consequence; I do not see how the Teacher can impart that knowledge, after teaching Reading, Writing and Arithmetic to his Scholars. I am afraid that grasping at the shadow we may, to a large extent, lose the substance,—that, while attempting to go higher, we may lose our balance, and fall away from that state in which we are.

I trust that no attempt will be made to force the new branches prematurely on the Country.

With reference to County Inspectors I speak with hesitation. Speaking theoretically, I think that County Inspectorship would be a very desirable thing,—that is, if you get a man with the necessary qualifications. I think such a man would be calculated to introduce better average, a higher standard among the whole of the Common Schools of this Country; but I fear that such a man can hardly be obtained at the rates proposed. I am not pressed, I may, add, in the slightest degree by the question of money, because, when I look at the total expenditure from local and general sources, and at the additional amount required—the honourable Member for South Simcoe, (Mr. Ferguson,) says $27,000—I am prepared to say that if you can get a substantial improvement I do care nothing about the $27,000. All I want to see is that we shall not spend $27,000 for naught. I fear that, at the proposed rates, you cannot get a man who will make that improvement in the Inspectorship which is desirable. As far as I have been able to learn, the Local Superintendents are obtained at a very moderate emolument, because, being men of some degree of leisure, and the inspection in a Township not taking up a great deal of their time, it is accomplished consistently with the discharge of their other duties, while it forms one addition to their income. One can thoroughly understand that; but, if you are going to have official inspection of large numbers of Schools, I am afraid that the sum proposed to be given for the County Inspectors will not produce the article required. I am afraid that you will not get the man for the money. There is, indeed, a danger of positive injury; because, if you get a County Inspector of an inferior grade, you will inflict a very serious blow to the whole District. Again, in reference to the terms on which it is proposed the Inspector should be paid,—I cannot understand why it is that the Government refuses to give the County power to dismiss at pleasure, and insists upon the section as to the power of dismissal by Government for cause. It would really appear to me as if the Government thinks that the Public Money which this House agrees shall be spent among the People of this Country is Government money; and maintains that, when we—the Representatives of the People—determine that we will spend the People's money in a particular way, the Government—the Executive—is to have the power of interfering with the manner in which that money is to be spent arguing thus: "We contribute half the price, and we ought to have something to say to the Officer. But, Sir, they do not pay; they may, perhaps, hand over the money when we tell them to do so; but it is the People of the Country through their Representatives, who pay their own money. And I think that the People of the Country have sufficient confidence in the County Officials—Men chosen by themselves—to trust to them to determine whether the Inspector is doing his duty, or is deserving of dismissal. I say, Sir, that it is a miserable attempt to take away our heritage by offering us this mess of pottage— by offering, in fact, to bribe us with our own money. They may use the same argument with respect to the Public Money paid over to Municipalities, and claim the power of dismissing the Reeves and County Treasurers, because of malfeasance in the administration of this money. These Inspectors ought to be free from the apprehension of being dismissed by the Government, either because they have displeased the Government, or because they have displeased the Chief Superintendent. I do not see why the Government should pass this section, which was proved, on a division, to be distasteful to a large majority of this House on a former occasion, and which I believe will be found distasteful to a large majority again. With regard to the existing Certificates of Teachers, I say that every man who reads this Bill, and who listened to the speech of the Honourable Provincial Secretary, without the answer that was extracted from him, must come to the conclusion that the Bill is not consistent with his Speech. But the answer extracted from him shows that it is not intended to give up any of the power taken by the Bill; and I say that the practical result is, that the day that this Bill is passed the Council of Public Instruction may meet and settle its Programme and Regulations, and supersede the qualification of

every Teacher in the country. It is all very well for the Honourable Gentleman to say that the Council does not intend to deal unfairly with the Teachers. I do not know. The Honourable Gentleman is not the Council of Public Instruction. We all know who the Council of Public Instruction is,—we all know that it is the Chief Superintendent, and that for all practical purposes, when you find the words, "provided by Law", or "according to Law," or "Council of Public Instruction," who may insert the words "Chief Superintendent." This Programme and Regulations of the Council would supersede the Certificates of the County Boards. These Certificates are revokable by the Boards which granted them; and has not the Honourable Gentleman sufficient confidence in the County Boards to trust them to revoke a Teacher's Certificate, if he becomes unworthy of his Office? No,— he insists that another power shall supersede these Certificates; and I say that it practically is placing in the hands of the Chief Superintendent of Education every Common School Teacher of the four, or five, thousand, who hold their Certificates from the County Boards, to be dealt with at his pleasure. A Programme and Regulations are to be issued, and then the whole body of Teachers, to whom this Country is so largely indebted, will be placed in the power of one man,—the Chief Superintendent. I quite demur to that. I agree that we ought to see that the Teachers chosen are efficient; and, if the Honourable Gentleman is prepared to say that the Teachers throughout the Country at the present time do not possess proper qualifications for their position, let him say so, plainly, and show that it is necessary in the Public interest that they should better their attainments, and pass another examination before they shall be permitted to continue in their positions. And let us be told also that fact, having come to the knowledge of the Head of the Education Office, and he having communicated the fact to the County Boards, the County Boards have refused to do their duty, so that the existing law under which we have carried out, as far as may be, our great principle of self-government, has been fairly tried, and has been found ineffective, before he asks us to consent to the destruction of the acquired status of Teachers, and to resort to centralization, so alien to our Institutions and habits,—things not to be borne unless some great public good shall require the sacrifice. I think that the compulsory provision for a Teachers' Superannuated Fund is unfair, not founded on correct notions of political economy, and not calculated to benefit the Teachers as a body, or to advance the general good. I pass for the moment from the question of Common Schools with this observation, that there are several other clauses to which my attention has been directed, and which I think more, or less, grave, and deserving of attention, but which are perhaps more fitted for discussion when the House is in Committee of the whole on the Measure. I shall, therefore, refer but slightly to some of them, and reserve for a future occasion my remarks as to others.

I turn now to the subject of Grammar Schools. I wish to say a word, or two, on the general question which presents itself to the House, and Country, in connection with Superior Education. I believe that there is, to a certain extent, in the minds of the People of this Country, a feeling that they have not much to do with the Grammar Schools, that these Schools are merely for the learned Professions, and that the masses of the People have no interest in them. I wish to point out this fact to the House, that it is an entire mistake to treat what are called the learned professions as one class, and the Country at large as another. How long would our learned professions exist, if they were not absolutely essential to the prosperity and well-being of the Country at large? How long would the Institutions, for which the learned professions exist, continue, if they were not really essential to our existence as a civilized People? We are obliged to look within our own borders for the men who are to take care of our souls, our bodies, and our estates. We cannot import the material; we have to raise it and educate it; and, if we are not prepared to regard our entire System of Public Instruction as one Harmonious whole, designed to give to the great mass of the People as large an Education as their time, means and opportunity will enable them to get; designed also to afford to those who, by their industry and talents, or through super-

ior advantages on the part of their Parents may hope to rise, the means of rising, not through one Institution merely, but, as far as may be, through Institutions scattered broadcast over the Country, we may inflict a fatal blow upon our hopes of future greatness. We damage, and, as far as we can, destroy, the means of maintaining and advancing, most important, nay essential, material existence. We must, as far as possible, provide throughout the Country means by which those who have superior abilities, or greater industry, may acquire the superior Education necessary to enable them to rise. Who amongst us, even the most industrious, does not regret that he has spent so many hours in idleness that might have been spent in the perfecting of his Education? Who amongst us does not feel that he owes a large measure of his success to the Education he has acquired? Who is there that does not feel that a serious blow will be inflicted upon the best hopes of this Country by centralizing the means of obtaining superior Education, and thus making it difficult, if not, in many cases, impossible, to procure it, in remote parts of the Country. Whatever lack of interest there may be among the masses of the People in our higher Schools, we should be independent enough of any wave of popular opinion to say that we will refuse to do anything which may tend to crush the hopes of any aspring young Man in this Country by making it any more difficult for him to obtain a superior Education. Looking at the financial aspects of this Bill, I am bound to say that its effect upon Grammar Schools will be positively ruinous. In the first place, I call your attention to the fact that, in many localities, the Grammar Schools are placed, to a certain extent, in competition with Common Schools. Now, to make the Common Schools Free, while the Grammar Schools are obliged, in order to sustain themselves, to impose a Rate, is to place the latter at a disadvantage; and although they be already overburdened, it adds an additional burden. If the Grammar Schools are scarcely able to maintain themselves, while in competition with Common Schools, having the same Rate, how will they be able to exist under the provisions of this Bill, when the Common School is made Free and the Grammar School is obliged to continue rated? Then a minimum Legislative Grant of only $300 is proposed. I agree with the Honourable Member for Simcoe, that this minimum is too low. It will not sufficiently encourage the new and weaker Schools. Again, the maximum Legislative Grant is reduced to $1,000. The Honourable Member for Simcoe approves of that feature of the Bill. I am obliged to differ from the Honourable Gentleman on that point. From all I can learn of the larger Grammar Schools, I am convinced that you cannot preserve them in a state of efficiency if you fix the maximum of Legislative aid at $1,000. Moreover, looking at the spirit with which Grammar Schools are regarded by this Bill, and with no definite statement of the amount of Public aid it provides, I do not believe that you can get a maximum of $1,000 by the Bill, that is to say, after a certain time; because the effect of the Bill will be, in the first instance, to crush many Grammar Schools, but, afterwards, in many localities, to turn Common Schools into the proposed hybrid Institution, the production of which is apparently desired, and is called in the Bill "a High School." Again, as to County Grants, they are placed upon a most injurious footing as regards Grammar Schools. They are made dependent upon the number of Pupils in each year from the County. The System now practically in vogue is for Counties to give about one-half of the amount of the Government Grant to Grammar Schools. They are not compelled to do so, but, as a general rule, that is the amount of their Grant. The Government Grant now is a tolerably fixed amount, subject to no very great fluctuation, and capable of pretty close estimation. The Grammar Schools accordingly have an income, which varies but little from year to year. Now, the present proposal is to make the County Grant compulsory, which is no great advantage, seeing that the Counties, as a general rule, do now make a Grant, in proportion to the amount of the Government Grant, while the proposed compulsory Grant is made dependent upon the number of Pupils in each year from the County, and this, on such a basis, will be an ever varying amount. You cannot carry on a Grammar School efficiently upon an extremely fluctuating Income. A certain amount of expenditure

has to be made each year, and, if you make the Income extremely fluctuating, as it would be if the aid is to be on the basis of attendance each year from the County only, you inflict another blow, from a financial point of view, upon the prospects of these Schools. It appears to me that another serious blow is inflicted upon the Grammar Schools by the proposition to withdraw from the Counties that measure of interest and responsibility that they have at present in their Schools, by refusing to continue the appointment by the Counties of certain Members of the Board. I think we ought to seek to enlist the good feeling of the Counties in aid of the Grammar Schools, but the Bill will have a contrary effect.

I now turn to that portion of the Bill which refers to the subjects of instruction in the Grammar Schools. I am a thorough advocate of the modern doctrine of Superior Education. I am strongly impressed with the conviction that we ought to devote a great deal of attention to the modern Languages, and to those various departments of learning which, in this busy, bustling age, have assumed such immense importance in the World. Mechanics, Chemistry, Mineralogy, Geology, and kindred subjects, have assumed a practical importance which fifty years ago was not dreamed of. But I am by no means an advocate for blotting out the Classics. I do not believe that the learning of the Classics is any more essential to a certain degree of success in what are called the learned professions than it is to the production of what may be called a really educated class of men in the Country. While I strongly advocate the encouragement of the study of these other branches, I believe that the study of the Classics ought not to be discouraged. Well, what is proposed to be done? It is proposed, in effect, to dissociate the Grammar Schools from the University. I have looked upon our system of Public Instruction as in theory what it ought to be, namely, one harmonious whole, providing for the needs of the masses, and also providing means for higher Educational attainments to those who wish to acquire them. Now, it is proposed that the Entrance Examination to the Grammar Schools shall, according to the Regulations provided by the Council of Public Instruction, and practically that Body is to have, subject to this Bill, entire control over the Curriculum of Studies at these Schools. At present the Grammar Schools, according to the Act of Parliament, must use such a Curriculum as will fit Students for matriculation at the University, and are, in fact, nurseries to that crown and glory of our Educational Institutions. If the University is not doing its duty, if it is not fully up to the requirements of the times, if its Course of Instruction is not sufficiently large, it is under the control of this House, and we can make it do its duty, without disturbing the order and harmony of our Educational System. The tendency of the present proposal is to sever the Grammar Schools from the University, and make them no longer the means by which the flower of our youth reach the University. I have seen, with feelings of rejoicing, the annually increasing number of young men from all parts of the Country come up to win honors at that capital Institution, and I look with feelings of sorrow upon this proposal which, in my judgment, is calculated to destroy that fortunate condition. Let us see that the University does her duty; I shall be found ready to coperate in that work. Let us take care that our whole Course of Instruction leads up to the University as its highest level; but let us not isolate it from the popular mind, and thus sap the foundation on which alone it can and ought to rest.

And now, with reference to the powers to be conferred by this Bill upon the Council of Public Instruction. We are told that the average attendance of twenty, proposed in the Bill, will not be demanded; but, in view of the fact, that the Council of Public Instruction will have the power to prescribe the Programme of Studies, and that provision is made that these Studies shall include all the branches mentioned in the Bill, this concession is a delusive one. It will be found less difficult to secure an attendance of twenty Pupils than to find Teachers capable of teaching all the branches enumerated, at the renumeration that is available. If there is one thing we ought to guard against more than another, it is the introduction of a system of superficial

instruction. The Teacher, who has a mere smattering of the Sciences, who knows a little of this, that and the other thing, but nothing thoroughly, is not the best man to train up our youth. Give me the man who knows thoroughly what he does know. Even although the number of subjects with which he is acquainted be limited, and their character not the most advantageous, he will do better for his Pupils, will give them a greater capacity for learning, and will do more to develop their natural talents and their power of assimilating information, than your man who is Jack of all trades and master of none, who has a smattering of all subjects, but who cannot direct the thought and inform the mind of his Pupils thoroughly in any one branch. With the large number of subjects which, by this Bill, the Schools must be ready to teach, under the Regulations, it will be difficult to have thorough education in them, and the tendency will be towards a superficial learning which ought to be discouraged. From the beginning to the end of this Bill we find provisions for centralizing power to the prejudice of the wholesome system that now prevails of local control over the Schools. In the second Section we find that each Public School Corporation shall provide adequate Accommodation for the Pupils, "in conformity with Regulations provided according to Law." Who makes these Regulations? The Council of Public Instruction. Then we have the provision that the qualification of Inspectors shall be prescribed by the Council of Public Instruction, "which shall determine the time and manner of Examination for Candidates for Certificates of Qualifications, and grant Certificates of Qualification; and no one, not holding such Certificate of Qualification, shall be eligible to be appointed an Inspector." These powers are of the widest character, and would authorize the rejection of a Candidate on account of the colour of his hair, or the Religious Denomination to which he belongs! Do you suppose that Graduates of the University will be disposed, for the paltry pittance of an Inspector, to submit themselves to this additional Examination? I do not think that, at any rate, those who have experience and Certificates of Qualification as First-class Teachers, and those who have University Degrees, ought to be eligible to be appointed Inspectors without any additional Examination; and provision should be made for the Examination being conducted in each County. Then the Inspectors are to act under instructions given to them from time to time by the Chief Superintendent of Education. I have already observed that it is proposed by this Bill to give the Council of Public Instruction power to prepare a Programme for the examination of Teachers, who already hold Certificates. If the Bill pass in that shape, I venture to say that it will not be long before the whole of the Teachers in the Country will be expressing their indignation at being so humiliated. And as to the future, I think an independent Board of Examiners, not connected with the Normal School, should be provided for the discharge of that part of the duties devolving on the Council under this Section.

I pass on, and find a very curious provision indeed. It is provided that the decision of any County Judge may be appealed from, according to the Canadian School Act and the next Section of this Act. Now for what purpose? Evidently, to give by a side wind a right of appeal to the Chief Superintendent of Education. This provision of the Bill I consider a slur on the Judges of the Country. If there is to be an appeal, let it be to the Judges of the Land, in the simplest way, and with the least expense possible. I observe a very curious provision as to contracts with Teachers: "No agreement between the Trustees and Teachers of any School Section shall be valid and binding on either Party, unless such Agreement has been made, and signed, as agreed to at a Meeting, of which all Trustees have been duly notified." You are to tell the unfortunate Teacher that, although he may have been present at the Meeting of the Trustees with whom he contracted, and may have duly signed his Agreement with them, yet, if the Secretary of the Board had neglected to notify every Trustee, he shall not recover a dollar of his pay, although he had worked a year. It is not the duty of the Teacher to notify the Trustees: he has no power to notify them, and he should not be responsible for any irregularity in the notification. It is also proposed to vest in the County Council the power of forming any Township into one School Divi-

sion. This I think most objectionable. The 37th Section of the Bill says that "each High School conducted according to Law, shall be entitled to an apportionment of not less than Three hundred, and not more than One thousand, dollars per annum, according to the average attendance of Pupils, their proficiency in the various branches of Study, and the length of time each such High School is kept open, as compared with other High Schools." I agree that these are the truee tests although I believe that for some years great indulgence must be shown to the weaker Schools. But I want to know who is to determine the proficiency of Pupils in the various branches of study. There is no provision at all for that; some machinery should be provided, and I should like to see it.

Honourable Mr. Wood.—The Council of Public Instruction.

Mr. Blake—Well then, I would recommend the calling of a Meeting of this Body immediately, in order that they may consider this point and inform us of their conclusion, before the Bill proceeds. Then I observe that the "County, City, or Town, Inspector of Schools, the Chairman of the Board of Public School Trustees, and the Head Master of the High School shall constitute a Board of Examination for the admission of Pupils to the High Schools, according to the Regulations and Programme of Examination provided according to Law." I have not heard that there is any complaint of the present system. I think it is quite sufficient to see that the Inspector, when he goes round strikes off the count sheet every name that should not be on it, without introducing this element of Boards of Examination into our System. It appears to me cumbrous, expensive and unnecessary. I observe in the next clause the words "the Inspector, or Inspectors, of Grammar Schools shall be known as the Inspector, or Inspectors, of High Schools." I allude to this because I earnestly hope it is the intention of the Government to give us more than one Inspector, which is all we have now. I think it highly desirable that we should have more than one, and, in fact, it is necessary to the carrying out of an efficient inspection. These are the observations that it occurs to me to make on the Bill at its present stage. I am perfectly willing to submit to any amount of centralization which is necessary to securing the efficiency of the School System; but I think that if all this power is to be placed in the hands of the Council of Public Instruction, more vitality must by some means be infused, and a representative element must be introduced into that Body, in order that it may be more calculated than at present to win the confidence of the People.

(Note. To this printed copy of his revised Speech on the School Act of 1871 Mr. Blake added the following "Amendments to the Bill, Proposed and Negatived,")

1. On the third reading of the Bill, Mr. Blake, seconded by Mr. McKellar, moved to refer the Bill, with an instruction to provide for the appointment by the Council by Public Instruction of an independent Board of Examiners, not connected with the Normal School, for the discharge of the duties to be performed by, or under the direction of, the Council, in connection with the Examination and classification of Public School Teachers, including those instructed at the Normal School. *Lost.*

2. Mr. Blake, seconded by Mr. Boyd, moved to refer the Bill with an instruction to provide for the introduction into the Council of Public Instruction of a representative Element, by the addition thereto of one, or more, Members to be elected by the Head Masters of Grammar Schools of one, or more, Members to be elected by the Masters of Public Schools, and of one, or more, Members to be elected by the Boards of City and County Examiners. *Lost.*

3. Mr. Perry moved, seconded by Mr. McKellar, to refer the Bill with an instruction to expunge the 43rd Section, (being that providing for the Superannuation Tax on Teachers.) *Lost.*

4. Mr. Boyd, seconded by Mr. Oliver, moved to refer the Bill, with our instruction to strike out certain words in the 8th Section, being those giving the Lieutenant-Governor the power of dismissing the County Inspector. *Lost.*

Several other amendments had been moved and lost in Committee on previous occasions, and were not renewed at this stage, as the Session was just closing, and it was obvious that the Government majority was determined not to agree to any further amendment of the Bill.

## SECOND LETTER TO MR. EDWARD BLAKE ON THE PUBLICATION OF HIS REVISED SPEECH AGAINST THE SCHOOL BILL OF 1871.

I cannot suffer to go uncorrected misrepresentations made by a man of your position respecting legislation on the School Bill, of which I submitted a Draft for the consideration of the Members of the Government and Legislative Assembly, at their recent Session.

I have accidentally fallen upon a Pamphlet of thirty-one pages, dated the 21st of February, published by you, and addressed to the Electors of the South Riding of Bruce, designed to justify your proceedings against the School Bill. In this Pamphlet you give your version of the Speech which you delivered against the Bill, also analysis of amendments to the Bill, amendments which were not adopted as proposed by you, and those acting with you.

All this has the appearance of fairness; yet in the whole Pamphlet there is a two-fold misrepresentation. You know, Sir, that a misstatement may be made by omitting one-half of the truth, as well as by stating what is not the fact. You know also, that the essence of such an act consists not only in the words employed, but in the impression made by them, and intended to be made.

I. The misrepresentation in your pamphlet appears in the first place from the pretence you make that you did not oppose the School Bill, as introduced, only certain provisions of it. This is not a correct Statement of the case. You opposed the Sections of the Bill relating to Free Schools, that for securing to children four months' School instruction from seven to twelve years of age inclusive; also those relating to Inspectors of Schools; and those providing the Programmes for School Studies; and the examination and licensing Certificates of Teachers; as well as the teaching of the Elements of Natural Science and Agriculture in the Grammar Schools and the High Schools, besides several minor features of the Bill.

Now Sir, If all these provisions of the Bill had been rejected, what would have been left of it? Yet you profess to the Electors of South Bruce that you did not oppose the Bill itself, only certain provisions of it; and, in opposing the provisions referred to, you assailed what has constituted the vital part of our School System since 1850. But your pretense that you did not oppose the Bill as a whole is contradicted by your own Newspaper organ *The Globe*. In less than twelve hours after the delivery of your speech, the Globe said, "We regard the Bill as already doomed," and added "that the task of amending the School System must be accomplished in the fullness of time by men whose grasp and perception are broader and greater than Doctor Egerton Ryerson's, or the Provincial Secretary's." And four days afterwards *The Globe* said again, "The Government dare not attempt to put the Bill on the Statute Books,—it will be left to a Reform Ministry to crown the Edifice of the Educational System of Ontario." Yet, in the presence of these facts you pretend to the Electors of South Bruce that you only opposed certain parts of the Bill, but not the Bill itself!

II. But your whole pamphlet is equally misleading on the ground of your pretense that the "changes" and "amendments" introduced into the Bill, while under the consideration of the Legislative Assembly were initiated by what you call the "Opposition." Referring to these "changes" and "Amendments" you say to the Electors of South Bruce, "You can apprehend the ascertained defeat of that Bill, and the extent to which the views of the Opposition met the approval of the Legislature." Yet Sir, when you wrote those words you knew that every material "change," or "Amendment," or additional provision made in, or added to, the original Bill, was

introduced by Members of the Government, or by its professed supporters, or at its suggestion. And, in connection with your words above quoted to the Electors of South Bruce, I scarcely ever read anything more disingenuous, in effect than your "Analysis of the Amendments made in the Progress of the Bill." In illustration and proof I will give a few, out of more than twenty Examples, which I have marked,—observing, previously, what you know, that the Honourable M. C. Cameron stated that he had several Amendments to move in Committee, and that the Second Reading—when you made your speech—involved only the principle, not the details of the Bill. . . .

TORONTO, February, 1871. EGERTON RYERSON.

NOTE. Doctor Ryerson then goes on to point out, at some length, the particular Sections of the Bill, in regard to which he alleges that Mr. Blake's remarks are at variance with the facts of the case, as explained in his Printed Memorandum on the Bill, or, as explained by the Honourable M. C. Cameron, the Provincial Secretary, on behalf of the Government.

## CHAPTER XXI.

## OFFICIAL ANSWERS OF THE CHIEF SUPERINTENDENT OF EDUCATION, WITH A VIEW TO DISCOURAGE SCHOOL LITIGATION.

During the transition period in 1870-1871, before the School Improvement Act of 1871 came into operation, local disputed questions on the school Law and Regulations constantly arose. With a view to promote a peaceable settlement of these questions, and to discourage a resort to Courts of Law in regard to them, the Chief Superintendent of Education intimated in the *Journal of Education* that he would be happy to answer any questions which might be proposed to him in regard to any School Law matter of doubtful import, or of local dispute. This Explanatory mode of dealing with these matters continued for some time, until the people were enabled to familiarize themselves with the details of the new School Law. I append a few samples of these legal replies:—

1. *Adequate School House Accommodation.* A number of questions was proposed to the Chief Superintendent in regard to what was "adequate School House Accommodation" and other matters. The reply was as follows:—

The Law requires that the Trustees "shall provide adequate accommodation for all the children of school age [*i.e.*, between the ages of five and twenty-one years resident] in their School division." (*i.e.*, School Section, City, Town, or Village.) These "accommodations" to be "adequate," should include—

(1) A Site of an acre, in extent, but not less than half an acre.

(2) A School House, (with separate Rooms where the number of Pupils exceeds fifty), the walls of which shall not be less than ten feet high in the clear, and which shall not contain less than nine square feet on the Floor for each Child in attendance, so as to allow an area in each Room, for at least one hundred cubic feet of air for each child. It shall be sufficiently warmed and ventilated, and the Premises properly drained.

(3) A sufficient Fence, or Paling around the School Premises.

(4) A Play Ground, or other satisfactory provision for physical exercises, within the Fences, and off the Road.

(5) A Well, or other means of procuring Water for the School.

(6) Proper and separate Offices for both sexes, at some little distance from the School House, and suitably enclosed.

(7) Suitable School Furniture and Apparatus, videlicet, Desks, Seats, Black-boards, Maps, Library, Presses and Books, etcetera, necessary for the efficient conduct of the School.

2.—*Site of the School House.*—In any School Section should a new School Site be deemed desirable, the Trustees, or the County Inspector, can call a School Meeting to decide the question. Should a difference of opinion arise between a majority of the Trustees and the Ratepayers on the subject, the matter must be referred to Arbitration, as provided by law; but the Trustees alone have the legal right to decide upon the size and enlargement of a School Site.

3.—*Erection of School House, Teachers' Residence, etcetera.*—The Trustees alone have also the power to decide upon the cost, size and description of School House, or Teacher's Residence, which they shall erect. No Ratepayers, Public Meeting, or Committee, has any authority to interfere with them in this matter. They have also full power to decide what Fences, Outbuildings, Sheds and other accommodations shall be provided on the School Site, adjacent to the School House. To them also exclusively belongs the duty of having the School Plot planted with Shade Trees, and properly laid out. The power of the School Meeting is limited to the single question as to *how* the money required by the Trustees shall raised.

4. *Care and Repair of School House.*—Trustees should appoint one of their number, or other responsible Person, and give him authority, and make it his duty to keep the School House in good repair. He should also see to it that the Windows are properly filled with glass; that, at a proper season the Stove and Pipe are in a fit condition, and suitable Wood provided; that the Desks and Seats are in good repair; that the Outhouses are properly provided with Doors, and are frequently cleaned; that the Black-boards are kept painted, the Water supply abundant, and everything is provided necessary for the comfort of the Pupil and the success of the School.

5. *Duties of Masters in regard to School Premises.*—The Trustees having made such provision relative to the School House and its Appendages, as are required by law, it shall be the duty of the Master to give strict attention to the proper Ventilation and Temperature,* as well as to the cleanliness of the School House; he shall also prescribe such Rules for the use of the Yard and Outbuildings connected with the School House, as will insure their being kept in a neat and proper condition; and he shall be held responsible for any want of cleanliness about the Premises.

### 6. *Use of the School House for Non-School Purposes.*

A Ratepayer objects to the use of a School House for other than School purposes, and asks is there no way to restrain Trustees in such matters.

*Answer.*—Trustees have no legal power under the School Act to permit their School House to be used for other than School purposes. Usage, however, has invested them with a sort of discretion in this respect, especially in regard to public, or Religious, Meetings.

### 7. *Custody of the School House.*

A Teacher asks, What control has he over the School House, and what is his responsibility in the matter?

*Answer.*—The Teacher has charge of the School House on behalf of the Trustees. He has no authority to use the School House other than as directed by the Trustees;

* *Temperature.*—In winter the temperature during the first school hour in the forenoon or afternoon, should not exceed 70°, nor 66° during the rest of the day.

nor to make use, (or prevent the use.) of it at any other time than during School hours, without the sanction of the Trustees. At the request of the Trustees he must at once deliver up the School House Key to them, or else lose his legal right to claim any Salary from them.

8. *Case of the School House, and Rooms, etcetera.*

A Teacher complains that the Trustees require him to sweep out the School House, and perform other duties in regard to it. He asks:—What protection has he in such a case?

*Answer.*—It is not the duty either of the Teacher, or Pupils, to make the School House Fires, or to sweep the House itself. The Teacher is employed to teach the School, but he is not employed to make the Fires, or clean the School House, any more than to repair it. It is the duty of the Trustees to provide for warming and cleaning the School House; and it is the duty of the Teacher to see that the provision thus made by Trustees for these purposes is duly carried into effect by the parties concerned. If the Teacher undertakes to see these things done, for a certain remuneration, or for what he may have to pay to get them done, very well; but it is clearly the duty of the Trustees to make provision for having them done at the expense of the Section.

9. *Power of Township Council to Alter School Boundaries.—Taxation.*

A Town Reeve inquires as to whether a Township Council can alter the boundaries of School Sections without the actual consent of the majority of the inhabitants of the several School Sections concerned. He also wishes to know whether Trustees can levy and collect a Rate, after the adoption by the majority of a School Meeting of a Resolution against "all taxation," in order to prevent the Trustees from keeping open a School longer than the Public School Fund would defray the expenses of it. The following is the answer to his questions:

"The object of the School Law was not to deprive a Township Council of the power of altering the boundaries of any School Section without the consent of the majority of such School Section; the object of the Act was to prevent changes from being clandestinely made in the boundaries of School Sections, without giving all parties concerned notice of any alteration, or alterations, proposed, that they might have an opportunity of putting the Council in possession of all they might wish to say for or against such alterations. But, after all parties have thus had an opportunity of a fair hearing, the Township Council has authority to make any alterations in the boundaries of School Sections it may judge expedient, provided such alterations take effect only at the close, or on the 25th December, of each year, so as not to derange the calculations, or proceedings, of the Trustees in the course of the year. The only case in which the formal consent of the majority of the inhabitants of School Sections is requisite in order to an alteration in their boundaries, is in uniting two or more Sections into one.

"2. In reply to your second question, I remark that the last part of the Resolution of the School Section Meeting which you enclose, containing the words "and no taxation," is null and void, and of no more effect than if it had not been adopted; as the School Act expressly authorizes the Trustees to levy any additional Rate they may think necessary to pay the balance of the School expenses; and this Rate, as the Attorney General has decided, cannot be merely on Parents sending their children to the School, but must be on all the ratable property of the School Section.

10. *Tax on Parents as such Unlawful.*

A majority of a School Section Meeting adopted a Resolution in favour of supporting their School by taxing every man in the Section according to the number of his

children between the ages of five and sixteen years; a Local Superintendent inquires if such a Tax is lawful. The following is the answer returned:—

"It is contrary to law to levy a rate on children of school age without regard to their attending the School; or, in other words, to tax a man according to the number of his children between 5 and 16 years of age. The School Act authorises three modes of providing for the expenses of the School,—namely, voluntary subscription, Rate Bill on Parents sending children to the School, and Rate on property; and if the sum authorized by either of these modes of supporting the School be insufficient to defray all the expenses incurred by the Trustees, then they have authority, by the latter part of the 10th clause of the 27th Section, to levy any additional Rate on the property of the whole Section, (not, as the Law Officer of the Crown has decided,—merely on Parents sending children to the School), to provide for the payment of such expenses.

11. *Powers of Trustees.—Annual and Special School Meeting. Union Schools.*

A Local Superintendent proposes seven questions, the import of which may be ineferred from the following Answers to them:

"1. If the Trustees of a School Section do not keep open their School, though abundantly able to do so, the constituencies that elected such Persons as Trustees must suffer the consequences of their conduct, like the Constituencies of an unfaithful Member of Parliament, or a Municipal Council.

"2. The School Act points out the way, and the only way, in which School Sections can be divided, and their School House property be disposed of.

"3. The Electors who neglect to attend the Annual School Meeting of their Section, have no just reason to complain of any decisions of such Meeting, any more than Electors, who neglect to vote at the election of a Councillor, or Member of the Legislature, have just reason to complain of the result of such election. But, by the authorizing of the School Act, Trustees, if they think proper, can call a Special Meeting for any School purpose whatever.

"4 and 5. All that an Annual School Meeting has power to do is enumerated in the several clauses of the sixth Section of the Consolidated School Act. All else that an Annual School Meeting may resolve to do is null and void, as if it had not been done. The Trustees alone, and not any Public Meeting, have the right to decide what Teacher shall be employed, how much shall be paid him, what Apparatus shall be purchased, what repairs, shall be made, how long the School shall be kept open; in short, every thing that they may think expedient for the interest of the School. No Special School Meeting called by the Trustees, (or the Local Superintendent, who has the right of calling a Special School Meeting,) has a right to decide, or discuss, any other matter, or matters, than such as are specified in the notice of the Trustees calling such Meeting.

"6. Each Union School Section is to be regarded as a Section of the Township within the limits of which its School House is situated, and to receive its Apportionment from such Township only.

"7. The Father of whom you speak had no right to vote at the School Meeting to which you refer. If we had rented the House of his Son, and occupied it, he, and not his Son, would have had a right to vote. But the Father was neither; he was only an inmate in his Son's house.

12. *Right of Trustees to Procure Apparatus.*

Some persons in a School Section objected to paying their School Rate because the Trustees included in it the sum necessary to pay for certain School Apparatus, although a Public Meeting had voted in favour of purchasing it. The Trustees inquire if they can enforce the payment of the Rate. The following is the answer to their inquiry:—

"You have ample authority to include the expense of your School Apparatus and all other expenses of your School in the Rate on property which you propose to assess; nor was it necessary for you to call a Meeting in regard to the purchase of the Apparatus, as the 4th clause of the 27th Section of the Act leaves all such matters to the discretion of the Trustees, as the representatives of their School Section."

### 13. *Right of Trustees to Tax School Sections.*

Several persons in a School Section refused to pay the School Rate levied by the Trustees, because they had not called a Meeting to get its sanction as to the amount of the Teacher's Salary and other expenses incurred in support of their School. The Trustees ask whether they had proceeded according to law. The following is the answer to their inquiry:—

"The majority of the Trustees of any School Section have the right to decide what expenses they will incur for School Apparatus, Salaries of Teachers, and all other expenses of their School. The Trustees are not required to refer to any Public Meeting whatever as to the nature or amount of any expenses they may judge it expedient to raise to promote the interests of the School under their charge; they have only to leave to the decision of a Public Meeting the manner in which such expenses shall be paid, and then if such Meeting does not provide adequate means to defray the expenses incurred, the Trustees have authority to provide for the balance of such expenses by assessing the property of their Section."

### 14. *Teachers' Quarterly Examinations.*

A Teacher asks, "How often should School Examinations be held? Who is responsible for holding them,—the Trustees, or Teacher?

*Answer.*—The Law requires the Teacher to hold an Examination of his School once a quarter. He alone is responsible for neglect in not holding them. The Trustees have no power to prevent them being held. They, as well as the Parents, should, without fail, be invited to attend and witness them, as required by law. A written notice of the time of Examination should be sent by the Teacher to the Trustees, but it will be sufficient to notify the Parents verbally through the children.

Teachers are Public Officers, and are required by law to hold these Examinations at the end of every Quarter. The Parents and public have a right to know how the School progresses, and the best popular evidence that can be given is generally afforded at the Quarterly Examinations.

In order to test the real condition of the School, the Local Superintendent should not be satisfied with the results of the Quarterly Examination. He should choose an ordinary School working day on which to hold his Inspection, which should be thorough and minute—but of his visit no previous notice should be given to the Teacher.

Should Teachers fail to hold the Quarterly Examination of their School, it is proposed to deprive them of any share in the School Grant for such neglect.

### 15. *Free Public School Library.*

The Consolidated School Act declare that "It shall be the duty of the Trustees of each School Section, and they are hereby empowered; to appoint a Librarian and to take such steps authorized by law as they may judge expedient, for the establishment, safe keeping and proper management of a School Library for their Section." In case they neglect to appoint a Librarian, the School Regulations provide that the Master shall act as Librarian, and shall see that the Regulations in regard to the Libraries are duly carried out. Trustees are not required to consult a Public Meeting on the subject; but the Law makes it their duty as Trustees to provide a Library for the School, under the Departmental Regulations.

## CHAPTER XXII.

## CONDITION AND EDUCATION OF THE INDIANS OF UPPER CANADA, 1870.

From a graphic and interesting Report on the Condition and Education of the Indians of Upper Canada by Consul Blake to the State Department of Washington I make the following extract from it. The Consul says:—

Of all the Tribes of Indians in Canada, the Confederation known as the "Six Nations of the Grand River" are the most noted. Their historical celebrity began with the earliest explorations of the Hudson River, and their present advanced position also invests them with peculiar interest. They consist of portions of the kindred Nations of the Mohawks, Senecas, Cayugas, Onondagas and Oneidas, who once inhabited the Valleys on the Rivers and Lakes of Central New York, including the Mohawk and Genesee; and were so powerful a confederacy that they not only overran the region afterward known as Upper Canada, but carried their wars far and wide into the Western Prairies.

These Indians residing on the Grand River, are the representatives and descendants of those aborigines of whom De Witt Clinton said they were peculiarly distinguished by "great attainments in polity, in negotiation, in eloquence, and in war." They form the organization, which eighty years before the American Revolution, held up their union as a political model to the English Colonies.

Every facility for obtaining information regarding them was cheerfully afforded by the courteous Canadian Visiting Superintendent, Mr. J. P. Gilkinson; and, in company with him, I visited their principal School, and was present at one of their Councils.

About a mile from the Town of Brantford we reached the Indian School House, established by the New England Society. It is pleasantly situated on a Farm comprising two hundred acres of fertile land. At the time of my visit the number of Children in attendance, including both sexes, was eighty-two. They are taught, fed, and clothed at the expense of the Society. None are admitted before the age of ten. The Writing of several was very good, and their Examinations in Spelling were highly creditable. There is no attempt to confer more than a plain English Education, but provision is made for consecutive advancements to Higher Schools if the proficiency attained seems to justify them. The Farmer of the establishment carefully instructs the Boys in the work of the Farm at all seasons of the year, taking a limited number with him into the Fields and Barns on all suitable occasions, and adapting specific work to each of them, subject to his inspection.

In addition to the common branches of Education, the Girls are instructed in the ordinary household work of the Farm, including Spinning and Sewing by hand and on the Machine.

It was found impossible to secure attendance sufficiently regular without boarding the children in the Establishment. The Parents of many reside at considerable distances from it. It is unquestionable that the influence exerted by the School has had a very beneficial influence on the Farms and Homes of these Indians.

In this School two, or three, of the children were undistinguishable from whites. I inquired from their Teacher, who was a man of experience in other Schools, whether, in receiving instruction, there was any applicable difference between the children of the two races. He thought that, of the two, the Indians were the quickest.

Here no attempt is now made to teach the Mechanical Arts, although at one time this was done. The project was not abandoned because the Indian youths manifested an insufficient aptitude for such requirements. They preferred the independent life of Farmers to that of confined and systematic Mechanics.

The same remarkable "New England Society," already advanced in the third century of its benevolent and useful labours, maintains eight Schools among the Indians of the Six Nations, besides two more Schools in other parts of Ontario. It is a close Corporation, and in some respects, little is known of it. By an ordinance issued in 1649, during the time of the British Commonwealth, it was constituted a Corporation under the name of "The President and Society for the Propagation of the Gospel in New England." Under the same authority "general collections were made in all the Counties, Cities, Towns and Parishes in England and Wales," anl lands were purchased with the money so collected. On the Restoration, the objects of the Company were declared to be not confined to New England, but to extend also to "the parts adjacent in America."

The Charter states the purpose of the Society to be "for the further propagation of the Gospel of Jesus Christ amongst the heathen natives in, or near, New England, and the parts adjacent in America, and for the better civilizing, educating, and instructing of the said heathen Natives in learning and the knowledge of the true and only God, and in the Protestant Religion already owned and publicly professed by many of them.

Not far from the chief School established by this Company, rises the spire of a neat and quaint little Church, the oldest sacred edifice in the Province of Ontario. It was built by Captain Brant and his brother Indians, who brought with them from the Mohawk Valley, a large Bible and a Silver set of Communion Plate, presented to them by "the good Queen Anne," and yet cherished as inalienable momentoes by the Nation. The Bell which called them to Christian Worship in the Wilderness of the Mohawk Valley, is yet retained for similar purposes on the Grand River.

The Council House of the Six Nations is a new and commodious Building, about twelve miles from Brantford. In the proceedings held within it many of the old observances are yet retained. The chieftaincies, at the times of peace, have been hereditory through the female line, but inherited not by the Son of the Chief, but the Son, or nominee, of his Daughter. The ancient office of Council Fire-keeper is also continued. "The act and the symbol of the act were both in his hands. He summoned the Chief and actually lit the sacred Fire at whose blaze their Pipes were lighted."

I found about sixty of the Tribes present. In dress, cleanliness, intelligence, and other marks of condition and character, the assemblage was at least equal to that of an ordinary Town Meeting in a good agricultural region. Two old Chiefs wore gaily coloured handkerchiefs as Turbans, and had loose Coats with Sashes, but there were no other approaches to Indian Costume.

The proceedings were in the language of the Six Nations, but an able Interpreter officiated when necessary.

The ancient and admirable characteristics of Indians in Council yet prevail. Even when highly educated, our own race seldom attains the absolutely unembarrassed fluency of language, the self-possessed and easy intonations and gestures, and the quiet and dignified courtesy which distinguished the speakers.

Having been informed of my object in visiting them, they appointed one of their number to address me. He did so through an Interpreter, with equal ease, tact, and courtesy, and expressed the most friendly feelings, and a readiness to afford whatever information I might desire. When I had said a few words in reply he commended me and my Countrymen to the care of the Great Spirit, and gave me to understand that he was deputed on behalf of the assembled Chiefs to shake hands with me. He did so, gracefully and cordially, apparently unconscious that the precedent might sometimes be advantageously adopted by assemblages more numerous and important.

## CHAPTER XXIII.

## REPORT AND SUGGESTIONS WITH RESPECT TO THE COUNTY GRAMMAR, (NOW HIGH), SCHOOLS OF ONTARIO, FOR THE YEAR 1870.

By the Reverend J. G. D. Mackenzie, M.A., Inspector of Grammar Schools.

Having sent in to the Department my semi-annual Reports, more, or less, in detail, of the results of my personal inspection of our High Schools during the past year, I have the honour now to submit the usual Annual Summary of their state.

In giving a general view of the condition of the Grammar Schools, my previous Report might be made to answer, with slight modification. The System remaining unchanged, we have had no reason for expecting any marked change in the working of the Schools. Whilst in Classics and Mathematics, (including that practical and very important subject, Arithmetic), and in French, the results achieved are much on a par with those of the year immediately preceding, I must, however, state that increased efforts have certainly been made in the cultivation of the Mother-tongue, and that, not without encouraging fruits in a better knowledge of English Grammar, and more of ability, on the part of Pupils, to write their native language correctly. A fair view of the Schools would not be furnished without making this statement, neither would justice be done to those earnest and laborious men who have been exerting themselves to remedy an evident defect, as well as they could under a system which kept pouring in upon them an undisciplined horde of raw recruits, and worrying them besides with the drudgery of drilling the compulsory Latin Classes, formed out of this rough and unpromising material.

1. *Change of Head Masters.* During the past year several of the Schools have changed their Head Masters; of these, some have changed for the better, and, under the inspiration, which, in the worst of circumstances, the man of the right stamp will never completely fail to impart, have began to move forward as vigourously as a somewhat repressive Programme would allow them; others have made a change for the worst. In relation to these unfortunate changes, so far as they have been brought about by a short sighted economy on the part of the Trustees, or have resulted from their enforced poverty under the old law, it is gratifying to know that, under the new and progressive system, with its stimulating provision of "payment by results," Trustees will be greatly aided in forming a just estimate of the Head Master's attainments and fidelity, and, where they have a good man, will find it to be more than ever to their interest to keep him. It has been well said, "Do what you will in Building, or Endowing, or encouraging, a School; make for it the most convenient Premises; place it in the most favourable situation; give it every advantage of government, wealth, or patronage; after all the Teacher is the pivot on which success, or failure turns." Everywhere this may be regarded as an axiom in School administration; and particularly with ourselves, when the amount of the Legislative Grants to each School will be greatly affected by the Teacher's efficiency. The introduction of this new principle, as we confidently hope, will bring home, even to minds whose one idea in School matters has hitherto been to save money, the truth of the wise old saying,—"The cheapest pennyworths are not always the best bargains."

2. *School Buildings and Furniture, Drill and Gymnastics.*—The High School Boards of Trustees are now invested with full power to raise all the money they need for the legitimate expenses of the Schools. They are no longer in the humiliating and helpless position they occupied in cases where the School Boards were not united. They have not now to wait, henceforth, cap in hand, on Municipal Councils, and sue for that which

they have a legal, as they had always a moral, right to demand. Sundry shortcomings —perhaps inevitable under the old regime—towards which a merciful and wise forbearance has been exercised, should be rectified now as speedily as possible, and every effort made to conform strictly to the explicit Regulations under the new Act, set forth by the Council of Public Instruction.

Some of our High School Buildings are,—as to two, or three, of them, so entirely unsuitable; as to the rest, so unattractive, and even forbidding in apeparance—so absurdly out of keeping with the appellation "High School," that, in my judgment, they should be tolerated not one moment longer than the time that may be required for the erection of better Buildings. The new arrangements for inspection, which have been so happily accomplished, have given me a Colleague who will have an opportunity for criticizing these structures, which an acquaintance of three years has not rendered more inviting to enter, and, if he, as well as myself, should pronounce against them, I trust they will soon be made to disappear. We wish to feel respect, not only for the learning to be had in our High Schools, but also for the Temple in which that learning is enshrined. We desire to see, in every case, an Edifice which shall appeal, with more, or less, of the charms of external beauty, to the eye and mind of the young; and, as to internal arrangements, I shall not be satisfied until I see every School Room so furnished and beautified as to lead the young minds in it to place a higher value on the knowledge they are incited to acquire, when they observe and instinctively appreciate, —as they will not fail to do,—the pains taken to maintain a proper convenience, seemliness, and grace in everything associated with the acquisition of that knowledge. All, in the matter of Building and Furniture, may not hope to rival Toronto, Hamilton, or Galt, and others of like stamp; all are not called upon to aim at the stately and the ornate; but even the comparatively small and feeble Section ought to do its best to make everything neat, commodious and wholesome,—health of body provided for by sufficient space and purity of air,—culture of mind, promoted by exhibiting education with nothing shabby, or sordid, in her attire, but in fair and comely garb; with the new and adequate means of raising money, let us hope that we have seen the last of superannuated wood and sickly paint, of huge cumbrous desks, and diminutive Black-boards. Of all the appliances made use of in the work of the School, there probably is none more serviceable than the Black-board, not only employed by the Master in giving instruction to his Pupils, but capable also of being so managed, as to put the Pupils in the way of instructing one another simply by subjecting the work of any Member of the Class to the criticism of the rest. The effect of such an exercise is excellent. Corrections made by the Master are too often received with an equanimity and a composure which give but poor promise of the Pupils' performance when the same points come up again; errors, on the other hand, pointed out by a School-fellow inflict a deeper wound on self-esteem, and are seldom repeated. It is easy to understand that, whilst a Class is thus engaged at the Black-board, an amount of vigilance and keen interest is developed, which no alertness, or remonstrance, on the Master's part will excite; the apathy that so terribly chills the Master's heart is dispelled; and the whole Class, for the time, are on the *qui vive*. The Black-board should be large enough to admit of this, extended, if necessary, along one side of the School Room. I have always set a special value, moreover, on the Black-board as contributing to the life and freedom of independent teaching—the teaching of the individual man which brings mind into contact with mind, so much more effectually than Text Books can do. There is, no doubt, in some Teachers' minds an impatient endurance of Text Books, with a vehement propensity for launching out into a crude originality more gratifying to themselves than improving to those whom they are set to teach; but, bad as this is, it is worse to resolve the whole education into memorizing Text Books; worse to bind the young mind to such a servile adherence to the Text Book, as the act represses effectually all mental activity and independence of thought.

Where University Honours have been won by any of the Pupils I should like to see, in a conspicuous position in the School Room, a Tablet like that which has been placed

in the Hall of Upper Canada College, to record these Honours. The Tablet should be made attractive in appearance, with the names of the successful Pupils tastefully inscribed on it, and the School Room, I need hardly say, ought not to be unworthy of such an ornament. This "Roll of Fame" would help to perpetuate the prestige of the School, and powerfully excite the emulation of the Pupils. If Dundas and Fonthill become associated with the English Gilchrist Scholarship,—the young man sent up from the former going directly from the School; in the other case, gaining the valuable prize after having passed through the University of Toronto,—why should there not be a permanent record of a distinction so honourable, publicly exhibited to inspire others with like ardour and ambition.

Our Drill Classes, I am sorry to say, are, with one or two exceptions, extinct; this is to be regretted. I must also mention with regret that, scarcely any of our High Schools make provision for Gymnastic exercises. We require not, surely, to be reminded that success in mental culture depends largely on the healthy condition of the physical frame, and that this is much promoted by regular training.

*The New Programme—English Language and Literature, Philology.*—The new Programme for High Schools is now before the Country in provisional form, and is subject to such modification as, after trial, may be deemed desirable. It may be necessary to make some alterations in the details of its arrangement, for no scheme of Study can well be pronounced satisfactory, in all its parts before it has been put to the test of actual experiment; but, as to its general principles, it will be cordially welcomed as making a wise and suitable provision for the educational wants of the Country.

After its experience of compulsory Latin and neglected English, the Country will be well pleased to find, at the very head of the Programme, prominence given to the culture of the Mother-tongue. It has been the fashion until within the last few years to assert, as a truth not to be gainsayed, that no basis of Education, admitting of a sound and perfect superstructure, could possibly be laid but in the ancient Classics. For ages, our language, with all its beauty and strength; our Literature, with its unsurpassed wealth of intellectual treasure were made to move in the train of classical learning, like some wretched captive, much in the style of the old Roman triumph. What has been the effect in England, where the study of the Classics has been carried on under all the advantages that wealth and leisure, and the highest Scholarship can commend? We have the result given in the statement of one,—a Graduate and Fellow of an English University,—who, whilst he fully recognizes the true value of the Classics, can see that to vindicate their just claims it is by no means necessary to do dishonour to the Mother-tongue. "Half the Undergraduates at our University, (says Mr. Sidwick), and a larger proportion of the Boys at all, (except, perhaps one, or two), of our Public Schools, if they have received a literary Education at all, have got it for themselves; the fragments of Greek and Latin that they have struggled through have not given it to them. If such Boys get imbued with literary culture at all, it is not owing to the classical system, it is due to home influence, to fortunate School friendship, to the extra professional care of some zealous literary School Master. In this way they are taught to enjoy reading that instructs and refines, and to escape the fate of the mass, who temper small compulsory sips of Virgil, Sophocles, Tacitus, and Thucydides, with large voluntary draughts of the higher English classics. This is not perhaps a very cheering sketch, yet the picture is a bright one compared with the position of the question as it was in three-fourths of the Pupils of our Grammar Schools,—in School excursions hither and thither through an Introductory Book, which too often introduced to nothing, or, at best, a nibbling of the edges of Cæsar, or Virgil, with a grateful acceptance of the Author's liberal aids, but with little appreciation of his spirit, or of comprehension of the refinement or beauty of our English language

Under the better system which we have obtained at last, the minds of our youth will be guided to a higher literature and a purer taste. No doubt a good deal of special care and effort in this department will be required on the part of our High

School Masters, the more so, as we stand much in need of School Editions of the English Classics, annotated as we have the Ancient Classics, and with notes prepared, not only to answer the purpose of mere illustration, but with a view to the application of received laws and principles of criticism to the beauties or blemishes of the text. A word in passing may be bestowed on Comparative Philology, which although of recent origin, has occupied the minds of some of our best Writers, and has already secured for itself a high place in the work of Education. It will scarcely be possible to give full and systematic instruction in this subject, except to those Candidates for Honours at Matriculation, or to those who are seeking to qualify themselves for Teachers' Certificates, who will receive special attention outside the ordinary routine of School work. Still it is conceived that our High School Masters, who have bestowed attention on a study so peculiarly interesting, may find, at least, occasion now and then, to ompart to the advanced Pupils something of what is to be learnt from such Writers as Latham, Max Muller, Farrar, and Trench. Much of valuable knowledge, throwing light not only on the structure of language, but on the history of our race, will be within the reach even of those Pupils who are not to proceed beyond the vernacular, although those who take the Classical Course will enjoy an evident advantage.

*Physical Science.*—The prominence given to Physical Science, and the ample provision made for it in the English Course of Study, is matter for special congratulation. It would be gratifying if, after the actual working of the Programme for a time, it were found practicable to introduce more of Science than Natural History, (Chemistry, for example), into the Classical Course. The Council of Public Instruction was, no doubt, anxious to steer clear of the great practical evil of attempting too much, and it may well be that the powers of both Masters and Pupils would be overtasked by endeavouring to combine with the study of the Ancient Classics any larger quantum of Natural Science even in the "optional" form. If this be so, the necessity must be submitted to with regret. As to the effect of teaching Science in School, it is very encouraging to receive a report like the following of the great Classical School of Rugby,—a report which rests upon the authority of a Committee, including amongst its Members, Professor Huxley, Professor Tyndall, the Reverend F. D. Farrar, and others of note in the world of Literature and Science:—

"What are the general results of the introduction of scientific Teaching in the opinion of the body of Masters? In brief it is this, that the School as a whole, is the better for it, and that the Scholarship is not worse. The number of Boys whose industry and attention are not caught by any School study is decidedly less; there is more respect for work and for abilities in the different fields now open to a Boy; and although pursued often with great vigour and sometimes with great success, by Boys; distinguished in Classics, it is not found to interfere with their proficiency in Classics, nor are there any symptoms of overwork in the School. This is the testimony of the Classical Masters, by no means specially favourable to Science, who are in the position which enables them to judge. To many who have left Rugby with but little knowledge, and little love of knowledge, to show as the results of their two, or three, years in our middle School, the introduction of Science into our Course has been of greatest possible gain; and others who have left from the Upper part of the School, without hope of distinguishing themselves in Classics, or Mathematics, have adopted Science, as their Study at the Universities. It is believed that no Master in Rugby School would wish to give up Science and recur to the old Curriculum."

*Errors of the Old System.—True Value of Classical Study.*—You have good cause for saying, Reverend Sir, that "the School Act of 1871 has laid the foundation of a new era in the Public School Education of our Country." That new era has opened upon us under the most favourable auspices. Not only have the errors of the past been rectified; not only has a new system been constructed on sounder principles; there is besides, the general prevalence of more correct views on Education to guarantee to that System a fair trial, and to encourage the men, whose special duty it will be to carry it out. Except in a very few minds, which still cling to the old routine, prejudice has been dispelled, and a light has dawned which could not longer be resisted, since the failure of the System built on the blind worship of the Classics has been so notorious

and so complete, that scarcely a single voice is raised to defend it. There is many a man of my own day who will remember how the case stood in School some thirty years ago, when Latin and Greek bore absolute sway; when Mathematics, indeed, but Mathematics alone, were permitted to move along with them, *pari passu;* when Science was imparted in homeopathic proportions, whilst Mythology was administered in the strongest doses; when Philology, which forms a study so valuable and so attractive now, was unknown; when the Boy had to work so hard at dead languages that he could only manage at best to catch in passing a few faint glimpses of that region of surpassing beauty, the structure and literature of his own living Mother-tongue.

It was deemed a hopeless quest then to seek respectable Scholarship outside the charmed circle of Classic lore; nay, it was almost held a sort of heresy to doubt that the agonies the Scholar suffered, (and what agonies they were many a luckless youth could tell!) were indispensable to literary rendering of a Text Book,—versifying in those days was carried on with as much vigour as though the highest aim that could be offered to a Boy's ambition was to become a Latin Poet. But the worst feature of all was the accumulation of lumber on the brain in the shape of "fables and endless genealogies" of Heathen Mythology,—the feats of memory accomplished in this line being at times prodigious. . . . . When, from the mass of Heathen fable laboriously committed to memory in Schools in bygone days, we deduct just what is required to illustrate the Text that is being read, there still remains a large amount worthless, or nearly so, for the purpose of true Education. This has been happily swept away, and so necessary does that cleansing of the educational Temple seem to us now, that we can only contemplate with simple amazement the fact, that so much could ever have been given to such a subject, when in History and Science and Language we find that a lifetime is all too short to occupy the mind with what is instructive and improving, fresh and pure, beautiful and true, with better conceptions of what education is,—with a deep impression that it means a real quickening of the minds of the People. The generations to come are not at all likely to repeat the blunder of their forefathers. There is but little danger of Saphics ever again driving out Science, or of Legend monopolizing what is due to Language. There is danger, on the other hand, that public opinion may be carried too far by the strong impulse which is now acting upon it, and that Science, so to speak, may be made to avenge herself on the Ancient Classics for the wrong they have done her.

The present Bishop of Manchester tells us that, whilst engaged in looking into the School Systems of the United States and Canada, he frequently heard the complaint, and that from some of the best Educationists in the Country, that the Physical Sciences were crowding out not only the Greek and Latin Classics, but even Mathematics and English Literature. The protection of the last two subjects of Study is wholly in hands of our Authorities, and they have extended full protection to them in the New Programme they have issued. In regard to the studies of the Classics, it was not within the power of the Council to do so much. They have set forth a Classical Course, but, it will depend upon the temper of the Public mind whether many, or few, embrace it. Let us hope that our good Classical Schools which shall do real work will be well supported, that the Classics properly studied will not be all allowed to fall into a disrepute which they by no means deserve. We may have erred in the past, by oppressing the memory with a mass of worthless fiction; we may have made a mistake in bestowing so large an amount of time on the vehement effort to rival Horatian Alcaics, when matters far more serious were crying aloud to us from corners of the Streets; but we can make no mistake in assuring ourselves that to the young Student a mine of rich treasure has been presented when the Literature of the old Greek and Romans is really thrown open to him; that he has realized a positive gain of no small value when he has truly mastered an oration of Cicero, a Book of Æneid, or of the Odes of Horace; and that his mind has been most certainly brought into invigorating contact with influence which deserves to be called, in the highest sense, Education; when it has learned to enjoy the

world of beauty spread before it in the lofty thought, and the noble diction of the Grecian Drama. Education, like wisdom, "is justified of all her Children; and in her Family, where there is no sacrifice of practical fitness to favour theory, there is no antagonism either.

TORONTO, June, 1871. J. G. D. MACKENZIE, Inspector of Grammar (High) Schools.

## CHAPTER XXIV.

## THE CHIEF SUPERINTENDENT'S ANNUAL REPORT OF THE NORMAL, MODEL, GRAMMAR AND COMMON SCHOOLS IN ONTARIO, FOR THE YEAR 1870.

WRITTEN BY THE DEPUTY SUPERINTENDENT OF EDUCATION.

SPECIAL NOTE.—At Doctor Ryerson's request, I prepared the material, and wrote the text, of his Annual Report for 1870. His reason for asking me to do so is given in the following Note, which he wrote to me from his Island Home at Long Point, on Lake Erie:—

You need not delay the Annual Report for my approval. I have a special reason for your writing the Report this year, that I may state the fact to the Members of the Government and of the Legislature as one ground of your fitness to succeed me in the Department.

LONG POINT, October 8th, 1871. EGERTON RYERSON.

*To His Excellency the Honourable William Pearce Howland, C.B., Lieutenant-Governor of the Province of Ontario:—*

MAY IT PLEASE YOUR EXCELLENCY,

As required by law, I herewith present my Report on the condition of the Normal, Model, Grammar and Common Schools of the Province of Ontario for the year 1870.

I am happy to be able to state, that although the increase of the School Fund by local effort in 1869 was $38,093, ($28,622 of which was applied to increase the Salaries of Teachers),—yet the increase of the Fund for 1870 by the same local effort is $116,938, of which $47,515 (only $29,000 in 1869), have been expended in increasing the Salaries of Teachers. The increase of Pupils in the Schools have been 10,088. The whole number of Pupils in the Schools is 442,518. I will now give a summary view from the Statistical Tables.

### I.—*Table A.—Receipts and Expenditure of Common School Moneys.*

### *Receipts.*

1. The amount apportioned from the Legislative Grant was $179,252,—increase, $8,109. The amount apportioned for the purchase of Maps, Apparatus, Prize and Library Books, was $14,406,—increase, $1,327, (as against a decrease of $650 in 1869).

2. The amount from Municipal School Assessment was $385,284,—increase, $12,541.

3. The amount from Trustees' School Assessment was $951.099,—increase, $60,265, (only $35,300 in 1869). The amount of Trustees' Rate Bills for School Fees was $44,905,—decrease, $804, showing the steady decline of Rate Bills, and increase of Free Schools.

4. The amount from Clergy Reserve balances, and other sources, applied to School purposes, was $369,416,—increase, $35,499, (as against a decrease of $914 in 1869).

5. The total receipts for all Common School purposes for the year 1870 amounted to $1,944,364, nearly Two millions of dollars,—increase over the total Receipts of the preceding year, $116,938, (as against $38,000 increase in 1869).

*Expenditures.*

1. For Salaries of Teachers, $1,222,681,—increase, $47,515, ($28,600 in 1869).

2. For Maps, Globes, Prize Books and Libraries, $33,981,—increase, $4,265, (as against a decrease of $1,500 in 1869).

3. For Sites and Building of School Houses, $207,500,—increase, $16,129, ($5,000 in 1869).

4. For Rents and Repairs of School Houses, $61,860,—increase, $7,851, (as against a decrease of $600 in 1869).

5. For School Books, Stationery, Fuel, and other expenses, $186,127,—increase, $11,402.

6. Total Expenditure for all Common School purposes, $1,712,060,—increase, $87,164, (only $36,000 in 1869).

7. Balances of School Moneys not paid at the end of the year when the Returns were made, $232,303,—increase, $29,774.

II.—*Table B.—School Population, Pupils Attending Common Schools, Different Branches of Instruction.*

The Statute requires the returns of School population to include children between the ages of five and sixteen; but it confers the equal right of attending the Schools upon all residents in each School Division between the ages of five and twenty-one years.

1. School population, (includng only children between the ages of five and sixteen years), 483,966,—increase, 13,566.

2. Pupils between the ages of five and sixteen years attending the Schools, 420,488, increase, 11,304. Number of Pupils of other ages attending the Schools, 22,030,—decrease, 1,216. Total number of Pupils attending the Schools, 442,518,—increase 10,088.

3. The number of Boys attending the Schools, 233,381,—increase, 3,696. The number of Girls attending the Schools, 209,137,—increase, 6,392.

4. The number reported indigent Pupils, 3,546,—increase, 121.

5. The Table is referred to for the reported periods of attendance of Pupils, and the number in each of the several subjects taught in the Schools.

6. The number reported as not attending any School, is 31,265,—decrease, 3,395. The decrease under this head the preceding year was 2,392. The ratio of decrease is gratifying; but I hope it will rapidly advance, and that this ominous and humiliating item will soon disappear altogether through the Christian and patriotic exertions of the people at large, aided by the new amendments in the School Law on the subject of Compulsory Education.

III. *Table C.—Religious Denominations, Certificates, Annual Salaries of Teachers.*

1. *Number of Teachers, Male and Female.*—In the 4,566 Schools reported, 5,165 Teachers have been employed,—increase, 111; of whom 2,753 are male Teachers,—decrease, 22; and 2,412 are female Teachers,—increase, 133.

2. *Religious Persuasions of Teachers.*—Under this head there is little variation. The Teachers are reported to be of the following persuasions:—Church of England, 869,—increase, 43; Church of Rome, 592,—increase, 26; Presbyterians, (of different classes), 1,589,—increase, 16; Methodists, (of different classes), 1,509,—increase, 39; Baptists, (of different classes), 282,—decrease, 25; Congregationalists, 76,—increase, 13; Lutherans, 21,—increase, 3; Quakers, 14,—decrease, 3; Christians and Disciples, 47,—

decrease, 1; reported as Protestants, 117,—increase, 12; Unitarians, 4,—decrease, 4; other persuasions, 14; not reported, 31,—decrease, 8.

N.B.—Of the 592 Teachers of the Church of Rome, 356 are employed in the Public Common Schools, and 236 are Teachers of Separate Schools.

3. *Teachers' Certificates.*—Total number of Certificated, or licensed, Teachers reported is 5,061,—increase, 141; Normal School Provincial Certificates, 1st Class, 319,—increase, 60; 2nd Class, 349,—increase, 7; (no 3rd Class Normal School Certificates are given); County Board Certificates of the old Standard, 1st Class, 1,961,—increase, 142; 2nd Class, 2,102,—decrease, 15; 3rd Class, 330,—decrease, 53; not reported as classified, 104,—decrease, 30; Certificates annulled, 11.

4. Number of Schools in which the Teachers was changed during the year, 667,—increase, 8.

5. Number of Schools which have more than one Teacher, 322,—increase, 18.

6. *Annual Salaries of Teachers.*—The highest Salary paid to a male Teacher in a County, $600,—the lowest, $100(!); in a City, the highest, $1,000,—the lowest, $250; in a Town, the highest, $1,000,—the lowest, $225; in an Incorporated Village, the highest, $1,000,—the lowest, $264. The average Salary of male Teachers in Counties was $260,—of female Teachers, $187; in Cities, of male Teachers, $597,—of female Teachers, $231; in Towns, of male Teachers, $482,—of female Teachers, $226; in incorporated Villages of male Teachers, $422,—of female Teachers, $190. While the increase in the number of Schools reported is 41, and the increase in the number of Teachers employed is 111, the increase in the number of Pupils is 11,304, and the increase in aggregate sum paid Teachers is $47,515; there is no increase in the largest Salaries paid Teachers, except in Towns and Villages. Amongst the worst enemies to the efficiency and progress of Public School Education, are those Trustees and Parents whose aim is to get what they mis-call a cheap Teacher, and who seek to haggle down the Teacher's remuneration to as near starvation point as possible, although, in reality, they are intellectually starving their own children and wasting their time by employing an inferior Teacher. Business men find it to their interest to employ good Clerks, as one good Clerk is worth two poor ones; and in order to obtain and retain good Clerks they pay them good Salaries. Experience has long shown the soundness of this business rule and practice in the employment of Teachers; yet how many Trustees and Parents, in School matters, abandon a rule on which not only the Merchant, but the sensible Farmer acts in employing Labourers, preferring to give high wages for good Labourers, than to give lower wages to poor Labourers.

IV.—*Table D.—School Sections, School Houses and Titles, School Visits, School Lectures, School Examinations and Recitations, Time of Keeping open the Schools.*

1. The whole number of School Sections reported, 4,639,—increase, 41, chiefly in new Townships. The number of Schools reported as kept open is 4,566,—increase, 42, these mostly in new Townships.

2. *Free Schools.*—The number of Schools supported entirely by rate on property under this the last year of the old regime, and which may be attended, as a matter of right, by all residents between the ages of five and twenty-one years, without payment of fees, is 4,244,—increase, 113. The number of Schools partly Free,—that is, with a Rate Bill of twenty-five cents or less per month,—is 322,—decrease, 71. I may repeat here, that whether the Schools are Free, or not, depends upon the local votes of the Ratepayers at their Annual Meetings in School Sections, and in the election of Trustees in Cities, Towns and incorporated Villages; but a general wish has been expressed that all the Common Schools should be made Free by law. I rejoice to be able to state that after twenty years had elapsed since the question of Free Schools was first left as a subject of discussion and voting at the Annual School Meetings, the voice of the Country, which had been so fully and so repeatedly expressed on it, has at

length had an utterance in the Legislature, and that, from this present year, (1871), the Public Schools of the Province of Ontario have been declared Free to all residents between the ages of five and twenty-one years.

3. The number of School Houses built during the year in Counties was 176, of which 59 were of Brick, 24 of Stone, 70 Frame, and 13 Log, in new Townships. Only one School House in a City is reported as having been built during the year; 1 in Towns, and none in incorporated Villages. These built have been all of Brick.

4. The whole number of School Houses reported is 4,590, of which 870 are Brick, 428 Stone, 1,888 Frame, 1,406 Log,—decrease of the last 63.

5. *Titles to School Sites.*—Freehold, 4,150,—increase, 72; leased, 312,—decrease, 34; rented, 102,—increase, 7; not reported, 26.

6. *School Visits.*—By Local Superintendents, 10,448,—increase, 260; by Clergymen, 6,724,—increase, 277; by Municipal Councillors, 1,631,—increase, 84; by Magistrates, 1705,—decrease, 127; by Judges and Members of Parliament, 517,—increase, 207; by Trustees, 18,724,—increase, 111; by other Persons, 36,058.—increase, 419. Total School Visits, 75,807,—increase, 1,231, (as against a decrease of 7,366 in 1869). I am happy to state this gratifying fact; as it does not indicate any diminution of zeal and interest in Public School Education on the part of those whose duty, and interest, and privilege it is to elevate and strengthen public opinion in this first work of civilization, and by personal presence and counsel to prompt and encourage the most indifferent Parents to educate their children.

7. *School Lectures.*—By Local Superintendents, 2,764,—decrease, 16; by other Persons, 290,—decrease, 57. Whole number of School Lectures, 3,054,—decrease, 73. The Lectures delivered by others than Local Superintendents are, of course, voluntary; but the Law requires that every Local Superintendent, (now Inspector), shall deliver, during the year, at least one Lecture on Education in each School Section under his charge; and the number of School Sections reported, with Schools open in them, is 4,566. There are, therefore, 1,512 School Sections, with Schools open, in which the requirement of the Law, in regard to delivering an Educational Lecture, has not been observed. The Statistical Table shows the Counties in which this neglect of duty has occurred. The state of the weather, and the proposed change in the office of Local Superintendent, may, in some instances, have interfered with the discharge of this duty, but it can scarcely account for the failure in 1,512 School Sections. The practice of giving Lectures on various subjects is becoming every year more general and popular. It would be singular, indeed, if one Lecture a year in each School Section, on some subject of educational requirement or progress, could not be made instructive and popular. It is, however, gratifying to observe that the number of Visits to Schools by the late Local Superintendents was equal to the requirements of the Law.

8. *Time of Keeping the Schools Open.*—The average time of keeping the Schools open, including the Holidays, was eleven months and four days, in 1870. This is nearly twice the average time of keeping open the Public Schools in the States of Pennsylvania and Ohio, and about three months more than the average time of keeping them open in the States of New York and Massachusetts,—arising chiefly from our making the Apportionment of the School Fund to School Sections not according to population, but according to the average Attendance and the time of keeping open such Schools,—that is, according to the work done in such Schools.

9. *Public School Examinations.*—The whole number of Public School Examinations was 7,097,—increase, 127; (as against a decrease of 173 in 1869), though less than two for each School. The Law requires that there should be in each School a Public Quarterly examination, of which the Teacher should give notice to Trustees and Parents of Pupils, and to the School Visitors, (Clergymen, Magistrates, etcetera), resident in the School Sections. I think the time has now arrived, (under the new and improved System inaugurated by the School Law and Regulations of 1871), to make it my duty hereafter to withhold the Apportionment of the School Fund from the Schools in which this pro-

vision of the Law is violated. Good Teachers do not shrink from, nor are indifferent to, Public Examinations of their Schools. They seek occasions to exhibit the results of their skill and industry; but incompetent and indolent Teachers shrink from the publicity and labour attendant on Public Examinations of their Schools. The stimulus to progress caused by such Examinations, together with tests of efficiency on the part of Teachers, and of progress on the part of Pupils, cannot fail to produce beneficial effects on Parents, Pupils and Teachers, as well as on the interests of general and thorough Public School Education; and such Examinations will doubtless, under the new and improved Programme of Studies, command a large attendance of Parents, Trustees, and friends of the Pupils of the School.

10. *The Number of Schools holding Public Recitations* of prose or poetry by the Pupils was 2,566—increase 154. This exercise should be practised in every School, (and I am glad its use is increasing), as it tends to promote habits of accurate learning by heart, improvement in Reading and Spelling, and is an agreeable and often amusing diversion for all parties concerned. The little episodes of such exercises in the ordinary routine of School duties exert a salutary influence upon the minds of Pupils and are happy interludes in the exercises on days of Public Examinations; and the more agreeable and attractive such exercises, as well as School Examinations, can be made, the more rapid and successful will School progress become.

11. *School Prizes and Merit Cards.*—The number of Schools in which Prizes are reported as having been distributed to reward and encourage meritorious Pupils, is 1,345,—decrease, 12; although there has been an increase in the aggregate amount of Prize Books applied for and sent out to the Schools. In every instance, as far as I can learn, where the distribution of Prizes has not proved both satisfactory and beneficial, the failure may be traced to the want of intelligence, or fairness, or both, in the awarding of them. In some cases it may be ascribed to the same causes which caused the violation of the Law in not holding Public Examinations of Schools,—the want of competence and industry in Teachers,—their not attending to and recording the individual conduct and progress of each Pupil, and, therefore, the absence of data essential to an impartial and intelligent judgment as to the merits of Pupils. In other cases, there has been a desire to give something to every Pupil without reference to either conduct, or progress, in order that none may complain, thus defeating the very object of Prizes, and rejecting the principle on which the true system of Prizes is established, and on which the Divine Government itself is based, namely, rewarding every one accordng to his works. I may here repeat again what I have already remarked on this subject, that the hackneyed objection as to the distribution of Prizes exciting feelings of dissatisfaction, envy and hatred in the minds of those who do not obtain them, is an objection against all competition, and is, therefore, contrary to every-day practice in all the relations of life. If the distribution of Prizes is decided fairly, according to merit, there can be no just ground for dissatisfaction; and faclities are now provided and their employment prescribed, with a view to determine the merit of punctuality, of good conduct, of diligence, of proficiency on the part of each Pupil during each Term of the year,—a four-fold motive to exertion and emulation in everything that constitutes a good Pupil and a good School. But the indifferent and flagging Teacher does not wish such a pressure to be brought to bear upon his every-day teaching and attention to everything essential to an efficient School! nor does he desire the test of a periodical examination of his Pupils by an Examining Committee to be applied to his teaching and management of the School. The objection that the distribution of Prizes to deserving Pupils excites the envy and hatred of the undeserving, is a convenient pretext to protect and permit incompetence and indifference on the part of the Teacher.

But the existence of such alleged dissatisfaction is no reason for refusing rewards to punctuality, to good conduct, to diligence, to proficiency on the part of Pupils. There is often great dissatisfaction on the part of unsuccessful Candidates and their friends

in the results of Municipal and Parliamentary Elections, and the distribution of Prizes by Agricultural and Horticultural Associations; but this is no argument against the value of free and elective institutions; nor does it prevent the people generally from honouring with their suffrages those on whose merits they place most value, even although they may sometimes err in their judgment. Nor do the Managers of Agricultural and Horticultural Societies withhold Prizes from the most successful Cultivators of Grains and Vegetables, and Fruits and Flowers, because of dissatisfaction among the envious of the less diligent and less skilful Farmers and Gardeners.

It is the very order of Providence, and a maxim of Revelation, that the hand of the diligent maketh rich, while idleness tendeth to poverty; that to him that hath, (that is, improves what he hath), shall be given, and the Neglector shall be sent empty away. Providence does not reverse its order of administration, because some persons are discontented and envious at the success of the faithful diligence and skill of others. Nor does Providence appeal alone to the transcendental motives of duty, gratitude, immortality, but presents also the motives of the life that now is, as well as of that which is to come.

I prefer the order of Providence, and the principles on which our civil institutions and all our associations for public and social improvements are conducted, to the dead-level notions of stationary Teachers, and the envious murmurings of negligent Pupils and their misguided friends.

An explanation of this feature of our School System will be its best justification, and evince its great importance. I therefore present it again as follows:—

A comprehensive Catalogue of carefully-selected and beautiful Prize Books has been prepared and furnished by the Department to Trustees and Municipalities applying for them; and, besides furnishing the Books at cost price, the Department adds one hundred per cent. to whatever amounts may be provided by Trustees and Municipal Councils to procure these Prize Books for the encouragement of children in their Schools. A series of Merit Cards, with appropriate Illustrations and Mottoes, has been prepared by the Department, and is supplied to Trustees and Teachers at a very small charge,—half the cost,—and these Merit Cards are to be awarded daily, or more generally weekly, to Pupils meriting them. One class of Cards is for punctuality; another for good conduct; a third for diligence; a fourth for perfect recitations. There are generally three or four Prizes under each of these heads; and the Pupil, or Pupils who get the largest number of Merit Cards under each head, will, at the end of the Quarter, or Half Year, be entitled to the Prize Books awarded. Thus an influence is exerted upon every part of a Pupil's conduct, and during every day of his School career. If he cannot learn as fast as another Pupil, he can be as punctual, as diligent, and maintain as good conduct; and to acquire distinction, and an entertaining and beautiful Book, for punctuality, diligence, good conduct, or perfect recitations, or exercises, must be a just ground of satisfaction not only to the Pupil, but also to his, or her, Parents and friends. There are two peculiarities of this system of Merit Cards worthy of special notice. The one is, that it does not rest upon the comparative success of single Examinations at the end of the Term, or half year, or year, but on the daily conduct and diligence of each Pupil, during the whole period, and that irrespective of what may be done, or not done, by any other Pupil. The ill-feeling by rivalship at a single Examination is avoided, and each Pupil is judged and rewarded according to his merits, as exhibited in his every day School life. The second peculiarity is, that the standard of merit is founded on the Holy Scriptures, as the Mottoes on each Card are all taken from the Sacred Volume, and the Illustrations on each Card consist of a portrait of a character illustrative of the principle of the Motto, and as worthy of imitation. The Prize Book System, and especially in connection with that of Merit Cards, has a most salutary influence upon the School discipline, upon both Teachers and Pupils, besides diffusing a large amount of entertaining and useful reading.

V.—*Table E.—Prayers, Reading of the Scriptures in Schools, Text Books, Maps and Apparatus.*

1. *Prayers and Reading of the Scriptures.*—Of the 4,566 Schools reported, the Daily Exercises were opened and closed with Prayers in 3,246 of them,—increase, 119; and the Bible was read in 3,097,—increase, 95. No child can be compelled to be present at Religious Instruction, Reading, or Exercise, against the wish of his Parents, or Guardians, expressed in writing. The Religious Instruction, Reading and Exercises, are, like Religion itself, a voluntary matter with Trustees, Teachers, Parents and Guardians. The Council of Public Instruction provides facilities, even Forms of Prayer, and makes recommendations on the subject, but does not assume authority to enforce, or compel, compliance with those provisions and recommendations. In some instances the Reading and Prayers are according to the Roman Catholic Church; but, generally, those Exercises are Protestant. The fact that in 3,246 Schools, out of 4,566, Religious Exercises of some kind are voluntarily practised, indicates the prevalent religious principles and feelings of the people; although the absence of such Religious Exercises in a School does not, by any means, indicate the absence of Religious principles, or feelings, in the neighbourhood of such School. There are many Religious Persons who think the Day School, like the Farm Fields, is the place of secular work, the Religious Exercises of the workers being performed, in the one case as in the other, in the household, and not in the field of labour. But as Christian principles and morals are the foundation of all that is most noble in man, and the great fulcrum and lever of public freedom and prosperity in a Country, it is gratifying to see general and avowed recognition of them in the Public Schools.

2. *Text Books.*—In a previous Annual Report I explained fully the steps which had been taken and the measures adopted, not only to secure a uniform series of Text Books for the Schools, but a uniform series of excellent Canadian Text Books, and the complete success of those measures. Table E shows that those Text Books are now all but universally used, and also the number of Schools in which each of the Text Books on the various subjects of instruction is used.

3. *Maps, Globes, and other Apparatus.*—The Maps and Globes, and most of the other Apparatus used in the Schools, are now manufactured in Canada, forming a new and interesting branch of Canadian manufacture. Blackboards are used in 4,504, (or nearly all), the Schools,—increase, 82; Globes are used in 1,326 Schools,—increase, 43; Maps are used in 3,785 Schools,—increase, 92. Total Maps used in the Schools, 28,149,—increase, 1,088, (as against an increase of 250 in 1869).

VI.—*Table F.—Roman Catholic Separate Schools.*

1. The number of Roman Catholic Separate Schools is 163,—decrease during the year, 2.

2. *Receipts.*—The amount apportioned and paid by the Chief Superintendent from the Legislative Grant to Separate Schools, according to average attendance, as compared with that at the Public Schools in the same Municipalities, was $8,906,—increase, $176. The amount apportioned and paid for the purchase of Maps, Prize Books and Libraries, upon the usual condition of an equal sum being provided from local sources, was $683,—increase, $207. The amount of School Rates from the Supporters of Separate Schools, was $31,845.—increase, $402. The amount subscribed by Supporters of Separate Schools, and from other sources, was $17,065,—increase, $962. Total amount received from all sources was $58,500,—increase, $1,749.

3. *Expenditures.*—For payment of Teachers, $41,738,—increase, $3,109; for Maps, Prize Books and Libraries, $1,766,—increase, $327; for other School purposes, $14,994. —decrease, 1,688.

4. *Pupils.*—The number of Pupils reported as attending the Separate Schools, was 20,652,—decrease, 34. Average attendance, 10,035,—increase, 1,704.

5. The whole number of Teachers employed in the Separate Schools, was 236,—increase, 8; male Teachers, 96,—decrease, 8; female Teachers, 140,—increase, 16. Teachers of Religious Orders, male, 25,—decrease, 5; female, 58,—increase, 15.

6. The same Table shows the branches taught in the Separate Schools, and the number of Pupils in each branch; also the number of Schools using Maps, Apparatus and Black-boards.

*General Remarks.*—1. It is proper for me to repeat the remark, that the Public Schools of Ontario are Non-denominational. Equal protection is secured to and enjoyed by every Religious Persuasion. No child is compelled to receive Religious Instruction, or attend any Religious Exercise, or Reading, against the wishes of his Parents, or Guardians, expressed in Writing. I have known no instance of proselytism in the Public Schools, nor have I received, during the year, a single complaint of interference with Religious rights so fully secured by Law.

2. According to the returns of the Religious Denominations of Teachers, as given in Table C, and noted above, the number of Roman Catholic Teachers of the Common Schools is 592, of whom 236 are Teachers in Separate Schools. There were, therefore, 356, (increase during the year, 18), Roman Catholic Teachers employed in the Non-denominational Public Schools,—an illustrative proof of the absence of exclusiveness in the local, as well as Executive, administration of the School System, and for which, did the feeling exist, a plea might be made on the ground that general provision has been made for Roman Catholic Separate Schools. I may also observe that, according to the last General Census, there were 464,315 children in Ontario between the ages of five and sixteen years. Of these, according to the proportion of Roman Catholic population, at least 70,000 must be assumed to be the children of Roman Catholic Parents. Of these 70,000 Roman Catholic children, only 20,652, (not one-third of the Roman Catholic School population), attend the Separate Schools; the other two-thirds, (allowing even 10,000 as not attending any School), attend the Public Schools, in which no less than 356 Roman Catholic Teachers are employed; and yet not a complaint has been made of even an attempt at proselytism, or interference with Religious rights guaranteed by Law.

VII.—*Table G.—Grammar (now High) Schools, Receipts and Expenditures, Pupils, Fees, or Free Schools.*

*Receipts.*—The amount of balances from the preceding year, (that is, of moneys not paid out by the 31st of December, 1869), was $11,590,—increase, $1,506. The amount of Legislative Grant for the Salaries of Teachers, was $54,695,—increase, $2,592. The amount of Legislative Grant apportioned for Maps, Prize Books, etcetera, was $1,348,—increase, $558. The amount of Municipal Grants in support of Grammar Schools, was $43,597,—increase, $8,193. The amount of Pupils' Fees, was $19,375,—increase, $2,451. Balances of the preceding year and other sources, $15,000,—increase, $4,211. Total Receipts, $145,607,—increase, $19,514.

*Expenditures.*—For Salaries of Masters and Teachers, $105,153,—increase, $8,143; for Building, Rents and Repairs, $20,390,—increase, $13,011; for Fuel, Books, and contingencies, $8,648,—increase, $425; for Maps, Prize Books, Apparatus, and Libraries, $3,374,—increase, $1,482. Total Expenditure for the year 1870, $137,566,—increase, $23,063. Balances of moneys not paid out at the end of the year, $8,041,—decrease, $3,549.

*Number of Schools*, 101,—no increase.

*Number of Pupils*, 7,351,—increase, 743,—a large proportionate increase.

VIII.—*Table H.—Number of Pupils in the Various Branches, and Miscellaneous Information.*

This Table shows both the subjects taught and the number of Pupils in such subjects in each of the Grammar Schools, the names, University Degree, or Certificate of the Head Masters, and number of Teachers employed in each School.

*Whole Number of Pupils in English*, 7,280,—increase, 789; in English Grammar, 7,091,—increase, 628; in Spelling and Dictation, 6,958,—increase, 891; in Reading, 6,863,—increase, 939; in Composition, 4,915,—decrease, 100. Total in Latin, 6,658,—increase, 1,081; in Harkness, or Arnold, 5,187,—increase, 1,041; in Latin Grammar, 4,371,—increase, 487; in Latin Exercises and Prose Composition, 2,467,—increase, 471; in Prosody, 564,—increase, 6; Reading Cæsar, 632,—decrease, 10; Reading Virgil, 578,—decrease, 2; Reading Livy, 138,—decrease, 48; Reading Ovid, 129, 129,—increase, 34; Reading Cicero, 310,—increase, 53; Reading Horace, 243,—increase, 37; in Verse Composition, 260,—increase, 131. Total in Greek, 769,—decrease, 89; in Harkness, 468,—decrease, 30; in Greek Grammar, 579,—increase, 26; in Written Exercises, 413,—increase, 1; Reading Lucian, 174,—decrease, 34; Reading the Anabasis, 218,—decrease, 35; Reading the Iliad, 153,—increase, 1; Reading the Odyssey, 45,—decrease, 18. Total in French, 2,850,—increase, 434; in French Grammar, 2,586,—increase, 461; in Written Exercise and Composition, 2,098,—increase, 190; in French Dictation and Conversation, 786,—increase, 280; Reading Voltaire's Charles XII., 693,—increase, 147; Reading Corneille's Horace, 199,—decrease, 42. Total in Arithmetic, 7,212,—increase, 770. Total in Algebra, 3,525,—increase, 464. Total in Euclid, 2,172,—increase, 119; in the higher rules of Arithmetic, 6,115,—increase, 695; in the higher rules of Algebra, 2,201,—increase, 353; in Euclid, Books III and IV, 855,—increase, 68; in Trigonometry or Logarithms, 651,—increase, 150; in Mensuration and Surveying, 717,—increase, 288; in Ancient Geography, 1,409,—increase, 41; in Modern Geography, 6,631,—increase, 951. Total in History, 5,981,—increase, 763; in Ancient History, 1,275,—increase, 205; in Physical Science, 1,948,—increase, 267; in Christian Morals, 1,437,—decrease, 50; in Civil Government, 144,—increase, 62; in Writing, 6,399,—increase, 730; in Book-keeping and Commercial Transactions, 1,636,—increase, 97; in Drawing, 912,—increase, 27; in Vocal Music, 490,—decrease, 133; in Gymnastics, 431,—decrease, 185; in Military Drill, 434,—decrease, 404; Schools in which the Bible is used, 60,—increase, 3; Schools in which there are Daily Prayers, 88,—same as 1869; Schools under united Grammar and Common School Boards, 62,—decrease, 3; number of Maps in the Schools, 1,712,—increase, 112; number of Globes in Schools, 128,—decrease, 5; number of Pupils who were matriculated at any University during the year, 81,—decrease 6; number of Masters and Teachers employed in 101 Schools, 172,—increase, 7.

### IX.—*Table I.—Meteorological Observations.*

Of late years the practical value of the science of Meteorology has been recognized by all civilized Governments, and Systems of Simultaneous Observations have been widely established, the results of which must tend to elucidate the laws which control the Atmospheric Phenomena. The recent establishment of the Storm Signal Office at Washington, and its extension to this Province, show the great importance of Meteorological Observations. The daily Weather Reports, and the "Probabilities" founded on the Observations, have been most valuable, instructive and interesting. The system of "Drum Signals" established on the English Coast by the late Admiral Fitzroy, although not appreciated at first, have become a necessity, and, under the good Providence of God, have been the means of averting great destruction of life and property. The same Admiral, when head of the Meteorological Office in England, thus referred to the importance of returns of Temperature, and the especial need of Observations in British America:—"Tables of the mean Temperature of the Air in the year, and in the different months and seasons of the year, at above one thousand Stations on the Globe, have recently been computed by Professor Dové, and published under the auspices of the Royal Academy of Sciences at Berlin. This work, which is a true model of the method in which a great body of Meteorological facts, collected by different Observers and at different times, should be brought together and co-ordinated, has conduced, as is well known, to conclusions of very considerable importance in their bearing on Climatology, and on the general laws of the distribution of Heat on the surface of the

Globe." In regard to land Stations, Professor Dové's Tables have shewn that data are still pressingly required from the British North American Possessions intermediate between the Stations of the Arctic Expeditions and those of the United States; and that the deficiency extends across the whole North American Continent in those latitudes, from the Atlantic to the Pacific.

The Grammar School System secures the continuous residence of a class of men, at different points, who are well qualified by education to perform the work of Observation, and the Law authorizes the establishment and maintenance of a limited number of Stations, selected by the Council of Public Instruction, with the approval of His Excellency the Lieutenant-Governor, at which daily Observations are taken of Barometric pressure, Temperature of the Air, Tension of Vapour, Humidity of the Air, direction and velocity of the Wind, amount of Cloudiness, Rain, Snow, Auroras, and other meteoric phenomena. The Observations are taken at 7 a.m., 1. p.m., and 9 p.m. The Instruments used have been subjected to the proper tests. Full abstracts of the daily Records are sent to the Education Office monthly, in addition to a weekly Report on certain Observations, which is prepared for publication in any local newspaper the Observer may select. Abstracts of the Results for each month are regularly published in the *Journal of Education*, and the Observers' Reports, after strict examination, are arranged and preserved for further investigations.

In my Report of 1867, the results of most of the Observations were presented in the form of Synchronous Curves, but as the expense proved an objection, a synopsis is now given in figures. For the same reason the important notes of the Observers are omitted.

I have pleasure in adding that the Observers are, upon the whole, discharging their duties with fidelity, and that through their exertions the materials for investigating the Climatology of the Province are rapidly accumulating.

### X.—*Table K.—Provincial Normal and Model Schools.*

The recent County Examinations throughout the Province have demonstrated the great value and usefulness of the Normal School. Every one of its Students who were examined has acquitted himself well. The recent appointments of Doctor Carlyle and Mr. Thomas Kirkland to Mastership in the Normal School will contribute still more to its efficiency and value. As the successor of Doctor Sangster, the Reverend Doctor Davies, the new Principal, will be able effectually to sustain the high reputation which the Institution has acquired throughout the Country. The whole system has been of late years brought to a degree of thoroughness and practical efficiency, even in its minutest details, that I have not witnessed in any other Establishments of the kind. The standard of admission to the Normal School has been raised much above that of former years, and, therefore, the Entrance Examination, (which is always in writing), has been made increasingly severe; yet the applications for admission during the present Session, (August, 1871), have been 198, (larger than for some years), and the failures in Examination have been 13,—much less proportionally than at the commencement of previous Sessions. Upwards of 90 of those admitted have been Teachers. The establishment of the third Mastership, with a view to give greater prominence to the subject of Natural Science, will have a most beneficial and salutary effect upon the introduction and teaching of those subjects in our Public Schools as required by the new School Act. The applications now on the Books for admission to the Model Schools, above what can be entertained, are upwards of 600. The newly enlarged Buildings for these Schools will not only relieve us of this pressure, but will add greatly to the practical character and efficiency of these Schools of practice in the Normal School Course.

Table K contains three abstracts, the first of which gives the gross number of applications, the number that had been Teachers before entering the Normal School, attendance of Teachers-in-training, Certificates, and other particulars respecting them

during the twenty-one years' existence of the Normal School; the second abstract gives the Counties whence Students have come; and the third gives the Religious Persuasions of the Students.

The Table shows that of the 6,069 admitted to the Normal School, (out of 6,736 applications), 2,992 of them had been Teachers; and of those admitted, 3,129 were males, and 2,940 were females. Of the 3,129 male Candidates admitted, 2,088 of them had been Teachers; of the 2,940 female Candidates admitted, 904 of them had been Teachers. The number admitted the first Session of 1870 was 159, the second Session, 173,—total, 332,—of whom 220 attended both Sessions. Of the whole number admitted, 137 were males, and 195 females. Of the male Students admitted, 87 had been Teachers; of the female Students admitted, 58 had been Teachers.

I think it necessary here to repeat the explanations which I have heretofore given respecting the objects and offices of the Normal and Model Schools:—

The Normal and Model Schools were not designed to educate young persons, but to train Teachers, both theoretically and practically, for conducting Schools throughout the Province, in Cities and Towns as well as Townships. They are not constituted, as are most of the Normal Schools in both Europe and America, to impart the preliminary education requisite for teaching. That preparatory education is supposed to have been attained in the ordinary public, or private, Schools. The Entrance Examination to the Normal School requires this. The object of the Normal and Model Schools is, therefore, to do for the Teachers what an apprenticeship does for the Mechanic, the Artist, the Physician, the Lawyer,—to teach him theoretically and practically how to do the work of his profession. No inducements are held out to any one to apply for admission to the Normal School, except that of qualifying himself, or herself, for the profession of teaching; nor are any admitted except those who, in writing, declare their intention to pursue the profession of teaching, and that their object in coming to the Normal School is to better qualify themselves for their profession,—a declaration similar to that which is required for admission to Normal Schools in other Countries. Nor is any Candidate admitted without passing an Entrance Examination in writing, equal to what is required for an ordinary Second-class Certificate by a County Board.

No argumentation is any longer required to justify the establishment and operations of Normal Schools. The experience and practice of all educating Countries have established their necessity and importance. The wonder now is, that while no one thinks of being a Printer, a Painter, or Shoemaker, etcetera, without first learning the Trade, Persons have undertaken the most difficult and important of all Trades, or Professions,—that which develops mind and forms character,—without any preparation for it. The demand for Teachers trained in the Normal and Model Schools, and their success, is the best proof of the high appreciation of the value of their services by the Country. Of course no amount of culture can supply the want of natural good sense and abilities; but training and culture double the power of natural endowments, and often give to them all their efficiency.

The Model Schools, (one for Boys and the other for Girls), formerly limited to 150 Pupils each, will, when the enlargement of the Buildings is completed, admit of 100 additional Pupils each. The Pupils admitted are now required to pay Two dollars per month, while the Public Schools of the City are Free. These Schools are appendages to the Normal School, and are each under the immediate charge of Teachers who have been trained in the Normal School, and are overseen and inspected by the Principal and Masters of the Normal School. The Teachers-in-training in the Normal School, divided into Classes, spend some time each week in the Model Schools, where they first observe how a Model School for teaching Public School subjects is organized and managed; how the Pupils are classified, and how the several subjects are taught; and they at length teach themselves, as Assistants, under the observation and instruction of the regularly trained Teachers of the School, who also make notes, and report from day to day the attention, aptitude, power of explaining, governing, commanding attention,

etcetera. The Principal of the Normal School includes in his instructions a series of Lectures on School Government, teaching, etcetera; and Doctor Hodgins, the Deputy Superintendent of Education, (a Member of the Bar), delivers a short Course of Lectures to the Normal School Students on the School Law, and their duties and modes of proceeding respecting it.

### XI.—*Table L.—Other Educational Institutions.*

As the Public and High Schools are only a part of our educational agencies, the Private Schools, Academies and Colleges must be considered in order to form a correct idea of the state and progress of Education in this Province. Table L contains an abstract of the information collected respecting these Institutions. As the information is obtained and given voluntarily, it can only be regarded as an approximation to accuracy, and, of course, very much below the real facts. According to the information obtained, there are 16 Colleges, (some of them possessing University powers), with 1,930 Students; 284 Academies and Private Schools,—increase, 5,—with 6,562 Pupils,—increase, 170; which were kept open 11 months, and employed 373 Teachers,—increase, 21. Total Students and Pupils, 8,492,—increase, 470.

### XII.—*Table M.—Free Public Libraries.*

1. This Table contains three Statements; first, of the Municipalities which have been supplied with Libraries, or additions, during the year, and the value and number of Volumes to each; second, the Counties to which Libraries have been supplied during the past and former years, and the value and number of Volumes, and also of other Public Libraries; third, the number and subjects of Volumes which have been furnished, as Libraries and Prize Books, to the several Counties each year since the commencement, in 1853, of this branch of the School System.

2.—*Statement No. 1.*—The amount expended in establishing and increasing the Libraries is $3,395,—decrease, $1,260,—of which one-half has been provided from local sources. The number of Volumes supplied is 5,024,—decrease, 1,404, which is more than made up by the increase of 60,000 in the Number of Books, as Prizes, sent out.

3.—*Statement No. 2.*—The value of Public Free Libraries furnished to the end of 1870 was $135,525,—increase, $3,395. The number of Libraries, exclusive of subdivisions, 1,146,—increase, 39. The number of Volumes in these Libraries was 239,062,—increase, 5,024.

*Sundy School Libraries* reported, 2,433,—increase, 160. The number of Volumes in these Libraries was 345,855,—increase, 10,870.

*Other Public Libraries* reported, 389,—increase, 4. The number of Volumes in these Libraries was 174,441,—increase, 404.

*The total number of Public Libraries* in Ontario is 3,968,—increase, 203. The total of the number of Volumes in these Libraries is 759,358,—increase during the year, 16,298 Volumes.

4.—*Statement No. 3.*—This important Statement contains the number and classification of Public Libraries and Prize Books which have been sent out from the Depository of the Department from 1853 to 1870 inclusive. The total number of Volumes for Public Free Libraries sent out, 242,672. The classification of these Books is as follows:—History, 42,193; Zoology and Physiology, 15,275; Botany, 2,811; Phenomena, 6,108; Physical Science, 4,772; Geology, 2,077; Natural Philosophy and Manufactures, 13,152; Chemistry, 1,540; Agricultural Chemistry, 794; Practical Agriculture, 9,592; Literature, 23,272; Voyages, 20,989; Biography, 27,977; Tales and Sketches, Practical Life, 68,153; Fiction, 1,015; Teachers' Library, 2,952. Total number of Prize Books sent out, 503,449. Grand total of Library and Prize Books, (including, but not included in the above, 14,379 Volumes sent to Mechanics' Institutes and Sunday Schools, paid for wholly from local sources), 759,884.

5. In regard to the Free Public Libraries, it may be proper to repeat the explanation that these Libraries are managed by Local Municipal Councils and School Trustees, (chiefiy by the latter), under Regulations prepared according to Law by the Council of Public Instruction. The Books are procured by the Education Department, from Publishers both in Europe and America, at as low prices for cash as possible; and a carefully prepared classified Catalogue of about 4,000 Works, (which, after examination, have been approved by the Council of Public Instruction), is printed, and sent to the Trustees of each School Section, and the Council of each Municipality. From this select and comprehensive Catalogue the local Municipal and School Authorities desirous of establishing and increasing a Library select such works as they think proper, or request the Department to do so for them, and receive from the Department not only the Books at prices about from twenty-five to thirty per cent. cheaper than the ordinary retail prices, but an Apportionment in Books of one hundred per cent. upon the amount which they provide for the purchase of such Books. None of these Works are disposed of to any private parties, except Teachers and School Inspectors, for their Professional use; and the rule is not to keep a large supply of any one work on hand, so as to prevent the accumulation of Stock, and to add to the Catalogue yearly new and useful Books which are constantly issuing from the European and American Press. There is also kept in the Department a record of every Public Library, and of the Books which have been furnished for it, so that additions can be made to such Libraries without liability to send second copies of the same Books.

XIII.—*Table N.—Summary of the Maps, Apparatus, and Prize Books Supplied to the Counties, Cities, Towns and Villages during the Year.*

1. The amount expended in supplying Maps, Apparatus, and Prize Books for the Schools, was $28,810,—increase, $4,345. The one-half of this sum was provided voluntarily from local sources; in all cases the Books, or articles, are applied for and fifty per cent. of the value paid for by the parties concerned before being sent. The number of Maps of the World sent out was 136; of Europe, 221; of Asia, 185; of Africa, 164; of America, 180; of British North America and Canada, 238; of Great Britain and Ireland, 188; of Single Hemispheres, 153; of Scriptural and Classical, 135; of other Charts and Maps, 269; of Globes, 109; of sets of Apparatus, 62; of other pieces of School Apparatus, 612; of Historical and other Lessons, in sheets, 5,880. Number of Volumes of Prize Books, 60,655.

2. It may be proper to repeat that the Map, Apparatus, and Prize Book branch of the School System was not established till 1855. From that time to the end of 1870 the amount expended for Maps, Apparatus, and Prize Books, (not including Public Libraries), was $293,043, one-half of which has been provided from local sources, from which all applications have been made. The number of Maps of the World furnished is 2,451; of Europe, 3,822; of Asia, 3,086; of Africa, 2,851; of America, 3,231; of British North America and Canada, 3,593; of Great Britain and Ireland, 3,688; of Single Hemispheres, 2,548; of Classical and Scriptural Maps, 2,628; other Maps and Charts, 5,444; Globes, 1,942; sets of Apparatus, 411; single articles of School Apparatus, 14,615; Historical and other Lessons in sheets, 154,212; Volumes of Prize Books, 503,449.

3. I also repeat the following explanation of this branch of the Department:—

The Maps, Globes, and various articles of School Apparatus sent out by the Department, apportioning one hundred per cent. upon whatever sum, or sums, are provided from local sources, are nearly all manufactured in Ontario, and at lower prices than imported articles of the same kind have been heretofore obtained. The Globes and Maps manufactured, (even the material), in Ontario contain the latest discoveries of Voyagers and Travellers, and are executed in the best manner, as are Tellurians, Mchanical Powers, Numeral Frames, Geometrical Powers, etcetera. All this has been done by employing competitive private skill and enterprise. The Department has furnished the Manufacturers with Copies and Models, purchasing certain quantities of the articles

when manufactured, at stipulated prices, then permitting and encouraging them to manufacture and dispose of these articles themselves to any private parties desiring them, as the Department supplies them only to Municipal and School Authorities. In this way new domestic manufactures are introduced, and mechanical and artistical skill and enterprise are encouraged, and many aids to School and domestic instruction, heretofore unknown amongst us, or only attainable in particular cases with difficulty, and at great expense, are now easily and cheaply accessible to private families, as well as to Municipal and School Authorities all over the Country. It is also worthy of remark, that this important branch of the Education Department is self-supporting. All the expenses of it are reckoned in the cost of the Articles and Books procured, so that it does not cost either the Public Revenue, or School Fund, a penny beyond what is apportioned to the Municipalities and School Sections providing a like sum, or sums, for the purchase of Books, Maps, Globes, and various Articles of School Apparatus. I know of no other instance, in either the United States, or in Europe, of a branch of a Public Department of this kind conferring so great a benefit upon the public, and without adding to public expense.

The following Tables will also be found of much interest in connection with this part of our School System.

*Table Shewing the Value of Articles sent out from the Educational Depository during the Years 1851 to 1870, inclusive.*

| Year. | Articles on which the 100 per cent. has been apportioned from the Legislative Grant. | | Articles sold at Catalogue prices, without any apportionment from the Legislative Grant. | Total value of Library, Prize and School Books, Maps, and Apparatus despatched. |
|---|---|---|---|---|
| | Public School Library Books. | Maps, Apparatus and Prize Books. | | |
| | Dollars. | Dollars. | Dollars. | Dollars. |
| 1851 | ..... | ..... | 1,414 | 1,414 |
| 1852 | ..... | ..... | 2,981 | 2,981 |
| 1853 | ..... | ..... | 4,233 | 4,233 |
| 1854 | 51,376 | ..... | 5,514 | 56,890 |
| 1855 | 9,947 | 4,655 | 4,389 | 18,901 |
| 1856 | 7,205 | 9,320 | 5,726 | 22,251 |
| 1857 | 16,200 | 18,118 | 6,452 | 40,770 |
| 1858 | 3,982 | 11,810 | 6,972 | 22,764 |
| 1859 | 5,805 | 11,905 | 6,679 | 24,389 |
| 1860 | 5,289 | 16,832 | 5,416 | 27,537 |
| 1861 | 4,084 | 16,251 | 4,894 | 25,229 |
| 1862 | 3,273 | 16,194 | 4,844 | 24,311 |
| 1863 | 4,022 | 15,887 | 3,461 | 23,370 |
| 1864 | 1,931 | 17,260 | 4,454 | 23,645 |
| 1865 | 2,400 | 20,224 | 3,818 | 26,442 |
| 1866 | 4,375 | 27,114 | 4,172 | 35,661 |
| 1867 | 3,404 | 28,270 | 7,419 | 39,093 |
| 1868 | 4,420 | 25,923 | 4,793 | 35,136 |
| 1869 | 4,655 | 24,475 | 5,678 | 34,808 |
| 1870 | 3,396 | 28,810 | 6,175 | 38,381 |

*Book Imports into Ontario and Quebec.*

The following Statistical Table has been compiled from the "Trade and Navigation Returns" for the years specified, showing the gross value of Books, (not Maps, or School Apparatus), imported into Ontario and Quebec.

| YEAR. | Value of Books entered at Ports in the Province of Quebec. | Value of Books entered at Ports in the Province of Ontario. | Total Value of Books imported into the two Provinces. | Proportion imported for the Education Department. of Ontario. |
|---|---|---|---|---|
| 1850..... | $101,880 | $141,700 | $243,580 | $84 |
| 1851..... | 120,700 | 171,732 | 292,432 | 3,296 |
| 1852..... | 141,176 | 159,268 | 300,444 | 1,288 |
| 1853..... | 158,700 | 254,280 | 412,980 | 22,764 |
| 1854..... | 171,452 | 307,808 | 479,260 | 44,060 |
| 1855..... | 194,356 | 338,792 | 533,148 | 25,624 |
| 1856..... | 208,636 | 427,992 | 636,628 | 10,208 |
| 1857..... | 224,400 | 309.172 | 533,572 | 16,028 |
| 1858..... | 171,255 | 191,942 | 363,197 | 10,692 |
| 1859..... | 139,057 | 184,304 | 323 361 | 5,308 |
| 1860..... | 155,604 | 252,504 | 408,108 | 8,846 |
| 1861..... | 185,612 | 344,621 | 530,233 | 7,782 |
| 1862..... | 183,987 | 249,234 | 433,221 | 7,800 |
| 1863..... | 184,652 | 276,673 | 461,325 | 4,085 |
| ½ of 1864..... | 93,308 | 127,233 | 220,541 | 4,668 |
| 1864–5..... | 189,386 | 200,304 | 389,690 | 9,522 |
| 1865–6..... | 222,559 | 247,749 | 470,308 | 14,749 |
| 1866–7..... | 233,837 | 273,615 | 507,452 | 20,743 |
| 1867–8..... | *224,582 | *254,048 | 478,630 | 12,374 |
| 1868–9..... | 278,914 | 373,758 | 652,672 | 11,874 |
| 1869–1870..... | 220,371 | 351,171 | 571,542 | 13,019 |

XIV.—*Table O.—Superannuated and Worn-out Teachers of Public Schools.*†

1. This Table shows the age and service of each Pensioner, and the amount which he receives. The system, according to which aid is given to worn-out Public School Teachers, is as follows:—In 1853 the Legislature appropriated $2,000, which it afterwards increased to $4,000 per annum, in aid of Superannuated, or worn-out, Public School Teachers. The allowance cannot exceed $6 annually for each year the Recipient has taught School in Ontario. Each Recipient must pay a subscription to the Fund of $4 for the current year, and $5 for each year since 1854, if he has not paid his $4 any year; nor can any Teacher share in the fund unless he pays annually at that rate, commencing at the time of his beginning to teach, or with 1854, (when the system was established), if he began to teach before that time. When a Teacher omits his Annual Subscription, he must pay at the rate of $5 for that year, in order to be entitled to share in the Fund when worn out. When the fund is not sufficient, (as it never has been since the first year of its administration), to pay each Pensioner the full amount permitted by Law, it is then divided among the Claimants according to the number of years each one has taught. To secure equality, each Claimant is paid in full the first year, less the amount of his subscriptions required by Law to be paid.

2. It appears from the Table that 256 have been admitted to receive aid, of whom 125 have died, have not been heard from, or have resumed teaching, or have withdrawn from the Fund before, or during, the year 1870, the amount of their subscriptions having been returned to them.

3. The average age of each Pensioner in 1870 was 68 years; the average length of time of service in Ontario was 21 years. No time is allowed Applicants except that which has been spent in teaching a Public School in Ontario, although their having taught School many years in England, Ireland, Scotland, or the British Provinces, has induced the Council, in some instances, to admit applicants to the list of worn-out Public School Teachers after teaching only a few years in this Province, which would not have been done had the Candidate taught, altogether, only a few years of his life.

*Estimate. † NOTE.—I have fully discussed the provisions of the new law on this subject in a subsequent part of my Report.

4. My Report in former years contained the names of the parties on whose testimony the application in regard to each case was granted, together with the County of each Pensioner's residence. That part of the Table has been omitted in my last Reports to save the expense of printing, though the record is preserved in the Department for reference, if occasion require.

### XV.—*Table P.—Educational Summary for 1870.*

This Table exhibits, in a single page, the number of Educational Institutions of every kind, as far as I have been able to obtain returns, the number of Students and Pupils attending them, and the amount expended in their support. The whole number of these Institutions in 1870 was 4,970,—increase, 47; the whole number of Students and Pupils attending them was 459,161,—increase, 11,001; the total amount expended for all educational purposes was $2,173,711,—increase, $113,927. The total amount available for educational purposes was $2,414,056,—increase, $140,152.

### XVI.—*Table Q.—General Statistical Abstract of the Progress of Education in Ontario, from 1842 to 1869 Inclusive.*

It is only by comparing the number and character of Educational Institutions at different periods, the number of Pupils attending them, and the sums of money provided and expended for their support, that we can form a correct idea of the educational progress of a Country. The statistics for such comparisons should be kept constantly before the public mind to prevent erroneous and injurious impressions, and to animate to efforts of further and higher advancement.

Congratulations have often been expressed at the great improvements which have been made in all of our Institutions of Education, in regard both to the subjects and methods of teaching, as in the accommodations and facilities of instruction; also in the number of our Educational Institutions, in attendance upon them, and in the provision for their support. But it is only by anaylzing and comparing the statistics contained in Table Q, that a correct and full impression can be formed of what has been accomplished educationally in Ontario during the last twenty years. Take a few items as examples. From 1848 to 1870 the number of Public Schools has been increased from 2,800 to 4,403, and the number of Pupils attending them from 130,739 to 421,866. The amount provided for the support of Public Schools has been increased since 1848 from $344,276 to $1,222,681, besides the amount provided for the purchase, erection, repairs of School Houses, etcetera, of which there are no Reports earlier than 1850, but which at that time amounted to only $56,756, but which in 1870 amounted to $489,380,—making the aggregate for Public School purposes in 1870, $1,712,061. Then the number of Free Schools since 1850 has increased from 252 to 4,244; to which are to be added the Normal and Model Schools, the system of uniform Text Books, Maps, Globes, Apparatus, (of domestic manufacture), Prize Books and Public Libraries.

### XVII.—*The Educational Museum.*

Nothing is more important that that an establishment designed especially to be the Institution of the people at large, to provide for them Teachers, Apparatus, Libraries, and every possible agency of instruction,—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the Schools have been established, and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of Students and Pupils, and for the useful entertainment of numerous Visitors from various parts of the Country, as well as many from abroad, have been rendered as attractive and complete as the limited means furnished would permit. Such are the objects of the Educational Museum.

The Educational Museum is founded after the example of what has been done by the Imperial Government as part of the System of Popular Education,—regarding the indirect, as scarcely secondary to the direct, means of forming the taste and character of the people.

It consists of a collection of School Apparatus for Public and High Schools, of Models of Agricultural and other Implements, of specimens of the Natural History of the Country, casts of Antique and Modern Statues and Busts, etcetera, selected from the principal Museums in Europe, including the Busts of several of the most celebrated characters in English and French History, also, copies of some of the works of the great Masters in Dutch, Flemish, Spanish, and especially of the Italian, Schools of Painting. These objects of Art are labelled for the information of those who are not familiar with the originals, but a descriptive historical Catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated that "the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;" and the opinion is at the same time strongly expressed that as "people of taste going to Italy constantly bring home beautiful copies of beautiful originals," it is desired, even in England, that those who have not the opportunity or means of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the works of Rafaelle and other great Masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction is in part the result of a small annual sum which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Ontario Educational Grants, for the purpose of improving School Architecture and appliances, and to promote Art, Science and Literature, by the means of Models, Objects and Publications, collected in a Museum connected with the Department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears, from successive Reports, to be exerting a very salutary influence, while the School of Art connected with it is imparting instruction to hundreds in Drawing, Painting, Modelling, etcetera.

A large portion of the contents of our Museum has been procured with a view to the School of Art, which has not yet been established, although the preparations for it are completed. But the Museum has been found a valuable auxiliary to the Schools; the number of Visitors from all parts of the Country, as well as from abroad, has greatly increased during the year, although considerable before; many have repeated their visits again and again; and I believe the influence of the Museum quite corresponds with what is said of that of the Educational Museum of London.

The means employed for improving the Museum during the last two years were detailed in my last Annual Report; and the additions, made at a comparatively small expense, are of great variety and value.

### XVIII.—*Report of the Inspector of Grammar (now High) Schools.*

I beg to direct special attention to the practical and excellent Report of the Inspector of Grammar, (now High), Schools, which will be found in this Volume. The Report of the Inspector, (the Reverend J. G. D. Mackenzie, M.A.), this year, as in former years, is replete with practical Remarks and Suggestions; it points out clearly the defects of many, both High and Public Schools, and shows clearly in the interests of higher English, as well as of sound Classical Education, the necessity of the revisal of the System, as contemplated by the principal provisions of the High School Bill, which were adopted this year by the Legislative Assembly. I am glad that, under the new Act, the principle of apportioning the High School Fund, according to results of teaching, and not merely according to numbers, will be carried out.

XIX.—*Extracts from Reports of Local Superintendents of Common Schools.*

In most School Reports both in Great Britain and the neighbouring States, a large space is devoted to extracts from local Reports, as illustrating the practical working of the School Systems, the inner and practical life of the people in their social relations and development,—the intelligent and noble struggles of Parents in some new settlements to educate their children, and the shameful negligence of others in some old settlements in regard to the education of their children.

*Character of these Reports.*—It was thought desirable this year, with a view to save expense, to omit most of the usual extracts from the Reports of Local Superintendents of Townships, Cities, Towns, and incorporated Villages. But the extracts, among other things above noticed, establish the following facts:—

1. *Apathy and Selfishness a Cause of Backwardnes.*—That the inefficiency and stationary condition of the Schools in many places does not arise from any complained of defects in the School Law, or System, but in most instances from the apathy and misguided selfishness of the parties concerned,—in a few instances from the newness and poverty of the settlements.

2. *Spirit and Enterprise of Old and New Townships contrasted.* —That, on the contrary, the gratifying advancement of the Schools in other places does not depend upon the age, or wealth of the settlement, but upon the spirit of the people. Some of the oldest settlements of the Province in the River and Lake Townships of the County of Welland, and on the River St. Lawrence, are far behind the greater part of the newer Townships.

3. *Eastern and Western parts of Onatrio compared.*—That, as a general rule, the Eastern section of Ontario, East of Kingston,—the County of Lanark excepted,—are far less advanced and far less progressive than the Western part of the Province, except some old Townships on the Rivers Niagara and Detroit, and on Lake Erie. This will be strikingly seen on reference to the Library Map published in my Report of a previous year.

4. *Best Teachers the Cheapest.*—That the best made Shoes, and Waggons, and Fences, and Farm Tools are the most serviceable and cheapest in the long run, so the best Teachers, and School Houses and Furniture, are by far the cheapest, as well as the most profitable for all parties and all the interests of education and knowledge.

5. *Evils of the "Cheap" Teachers.*—That the most serious obstacles to the education of children in many parts of the Country are bad School House Accommodation, and the employment of incompetent and miscalled "cheap" Teachers; the only remedy for which is requiring proper School House Accommodation, doing away with the lowest class of Teachers, and prescribing a minimum Teacher's Salary which will secure the employment and continuance in the profession of competent Teachers. This is what the Country, as a whole, owes to itself, as well as to the helpless and injured youthful Members of it.

6. *Competitive Examinations and Prizes.*—That Competitive Examinations of Schools, and the distribution of Prizes to reward and encourage punctuality, good conduct, diligence and perfect recitations of Pupils, form a powerful element for improving the Schools, and animating Teachers and Pupils to exertion. In all the local Reports, there is scarcely a dissenting voice as to the salutary influence of distributing Prizes as an encouragement and reward to meritorious Pupils in the Schools. The two or three instances in which a doubt as to their beneficial influence has been expressed, have been where the prizes have been distributed in an exceptional manner,—by the Teacher alone, or upon the single ground of cleverness or success at final Examinations, and not embracing rewards also for punctuality, good conduct, diligence, (as suggested and provided for by the four classes of Merit Cards), as well as for perfect recitations. The testimony is unanimous and unqualified as to the very beneficial influence upon Teachers and Pupils of Competitive Examinations among the Pupils of the several Schools of a Township. The two-fold objection heretofore urged in a few instances is now seldom

repeated, namely, that the distribution of Prizes is not an appeal to the high motives of duty, but to the lower motive of selfishness, as if the Bible does not from beginning to end urge the motive of reward as well as of duty upon human beings of all ranks and ages; and, secondly, that of discriminating between Pupils and rewarding the meritorious excites jealousy and hatred in the minds of the undistinguished and unrewarded,—an objection according to the principle of which, punctual, well conducted, diligent and successful men in life ought not to be rewarded by any respect, or notice, or increase of wealth, over the negligent, lazy and worthless, lest the latter should envy the former! Whereas the principle of Providence as well as of Revelation is, that the hand of the diligent maketh rich, while idleness tendeth to poverty, and that every man,—childhood as well as in manhood,—shall be awarded according to his works.

## XX.—*General Remarks on the School Law Improvement Act of 1871.*

### *Preliminary Observations.*

So many and important have been the changes recently made in the Law affecting our System of Public Instruction, that it may be well, as a preliminary to a discussion of those changes, briefly to refer to a few facts relating to the history and progress of our School System.

In 1844, when I had the honour to take charge of the Education Department, our Municipal System, (on which our then elementary School Law was engrafted), was in its infancy. The principle of local self government was new, and much opposition was experienced in giving effect to the School Law then in operation. The theory of local taxation for the support of Schools was in some places vigorously opposed, and in others regarded as a doubtful experiment. Even as late as 1850, some Municipalities refused to accept the improved Law enacted that year, or act under its provisions, and thus deprived their constituents of the great boon of popular Education. It is only six years since the last disability, caused by such refusal, was removed,—thus uniting the entire Province in a cordial acceptance of the School Law.

The following brief statistical references will illustrate the growth and prosperity of our School System:—

In 1844, there were but 2,610 Public Schools, in 1870, there were 4,566. In that year, (1844), the School population was 183,539,—of which 96,756 children attended the Public Schools, while 86,783, (or nearly as many more), were reported as not in attendance at any School whatever.

In 1870, the School population was 483,966,—of which 420,488 children were in attendance in our Schools, and 63,478 reported as not in attendance,—not one-seventh, instead of nearly one-half of the children of School age, as in 1844. In 1844, the whole sum available for the support of the Public Schools was about $280,000,—of which, approximately, $190,000 were raised by local taxation.* In 1870, the whole sum available for Public Schools was $1,712,060,—of which $1,336,383 were raised by local taxation and fees,—an increase of more than seven hundred per cent. over 1844!

Such are the three main facts illustrative of the progress of our Public School System during the last quarter of a century. Those who are familiar with our educational history during that period will remember the fierce opposition which some of what are now regarded as the esential features of our School Law encountered; but yet, under the Divine blessing, our Schools and School System have, nevertheless, so steadily progressed and prospered, that there are few Canadians who do not now refer with unmixed pride and satisfaction to the vastly improved condition of our Public Schools under the operation of the present Law, as revised in 1850.† On no one point have we

* NOTE.—In 1850 (the first year in which we have positive information on this subject), we find that the total sum expended in this Province for public Elementary Education, was $410,472; of which $326,472 were raised by local Rates and Fees.

† NOTE.—No one is more sensible than I am of the numerous defects of our School System, and for this reason I have laboured all the more assiduously to have these defects removed by our recent School Legislation. As I have stated further on, I have even had to combat the views of those friends of the System who had thought that it was not susceptible of much improvement.

greater cause for thankfulness and congratulation, than in the fact of the unanimity and cordiality with which our School System is supported by all classes of the community, by men of all shades of political feeling, and, with a single exception, (and that in part only), of all the Religious Persuasions in the Province.

*Objections to Improve our School System answered.*

It is a singular and gratifying, (yet in some respect it has proved an embarrassing), fact that the chief difficulty experienced in promoting the improvement of our School System has arisen from the somewhat over-sensitiveness of the friends of our Schools, lest the proposed changes should disturb the foundations of a System which they had learned to regard with so much favour and affection. This solicitude arose partly from a mistaken view of the condition and necessities of our System, and partly from a misapprehension of the scope and objects of the proposed ameliorations in our School Law. It will be my aim, however, in the following remarks to justify and illustrate the principles and policy involved in the recent important changes which have been made in our School Law.

I would, in the first place, remark that were we, in making improvements in our School System, to confine our observation and experience to our own Province alone, we might be disposed to look with complacency upon that System, and to rest satisfied with the progress which we have already made. The effect of such a state of feeling would be that we would seek to profit little by the educational experience and advancement of other Countries. But such a short-sighted and unpatriotic course, though approved by some on the principle of "let well alone," yet would not commend itself to the maturer judgment of those who are accustomed to look at the "stern logic of facts," and to take a comprehensive and practical view of the underlying causes of the social progress in other Countries.

We are a young Country, placed in close proximity to a large and wonderfully progressive people. In the good providence of God, we are permitted to construct on the broad and deep foundations of British liberty, the corner stone of a new nationality, leaving to those who come after us to raise the stately edifice itself. Apart from the vital Christianity of our people, what more lasting bond and cement of society in that new nationality, than a free and comprehensive System of Christian Education for the youth of the land, such as we have sought to establish? Our aim should, therefore, be to make that System commensurate with the wants of our people, in harmony with the progressive spirit of the times, and comprehensive enough to embrace the various branches of human knowledge which are now continually being called into requisition in the daily life of the Farmer, the Artizan, and the Man of Business. In no department of social and national progress have our neighbours made greater advances, or prided themselves more justly, than in that of Free Popular Education. On the other hand, in no feature of progress under British Institutions up to a late period has there been less satisfaction, as a whole, or less positive advancement than in that of Public Education. By many of our neighbours on the other side of the lines, such inertness and non-appreciation of a vital part of national life has been regarded as inherent in Monarchical Institutions. The fact, however, has been overlooked that the lingering effects of the long prevalence in Britain of the feudal theory, on which her social and political institutions were originally founded, has, in spite of various ameliorations in the condition of her people, exercised a sure but silent influence against the earlier adoption of the principle of the Free and universal Education of the people. But so surely and certainly has this latent feeling of opposition to Popular Education given way before the prevalence of more enlightened views, that, even in the most monarchical Countries of Europe, the desire felt and the efforts put forth for the diffusion of Public Education in all its comprehensiveness and fulness have been remarkable. Nevertheless, even among ourselves, that principle of latent opposition to Popular Education did exist in the earlier stages of our Educational history. Its gradual removal, therefore,

under the beneficent operation of our School Laws, and the prevalence of juster and more patriotic views in matters of Education are subjects of sincere congratulation to our people.

*Illustrations of Educational Progress in Other Countries.*

(NOTE. Under this heading the Chief Superintendent goes on to give a series of illustrations of the educational state and progress of Education in various Countries in Europe and the United States. As this information is given in fuller detail in his "Special Report on Education in Europe," etcetera, reprinted on pages 253-255 of the Twentieth Volume of this Documentary History, I omit this part of his Annual Report dealing with that subject).

*Necessity for the Recent Changes in the School Law of Ontario.*

I will now proceed, in the light of the educational facts and illustrations which I have given from other Countries, to discuss the recent improvements which have been effected in our own School Law.

The population of this Province, according to the recent Census, is 1,620,842. The number of children of School age is 483,966, or a little over one-fourth of the whole. The number of Elementary Schools is not much below 5,000, and are maintained at an annual cost of nearly $1,800,000, or one dollar per head of the population. Such being the magnitude to which our Educational System has grown, every man will feel how imperative it is upon us to see that that System is as thorough and complete in all of its details as possible; and that in no respect should it be allowed to fall below the standard now reached by the other educating Countries to which we have referred.

So long as our System of Schools was in its infancy, and might be fairly regarded as yet an experiment, so long might we confine our efforts to mere elementary organization and be content with very moderate results. Exprience has shown, however, that without great care and constant effort, the tendency of all Systems of Education, and ours among the rest, is to a state of equilibrium, or to a uniform dead level of passable respectabililty. This is the stage in its history, as elsewhere, at which our School System has arrived, and at which, as I have explained, many of its friends are disposed to leave it. But those who have carefully studied the subject in all its bearings, and have looked more closely into the educational history, the progress and failures of other Countries, know full well that our School System would fall behind that of other Countries and become stationary, unless it embodies within itself, from time to time, the true elements of progress, and provides fully, and on a sufficient scale, for the educational wants of the youth of the Country.

These wants involved provision being made, at this stage of our educational history, for the following among other matters, videlicet:—

I. The establishment of a National System of Free Schools.

II. Declaring the necessity for, as well as the right by Law, of every child to attend School, thus recognizing the principle of "Compulsory Education."

III. The fixing of a higher standard of qualification for Teachers.

IV. Giving the profession of teaching a fixed legal status, and providing for the retirement and support by it of its worn-out Members.

V. Prescribing a more systematical and comprehensive, yet practical, Course of Study for each class of Pupils in our Schools,—including the introduction of the new subjects of Agriculture, Commercial Instruction, Mechanics, Drawing, Vocal Music and Natural History into the Course of Study for the Schools.

VI. Requiring that adequate School Accommodation be provided by Trustees for all the children of School age in their localities.

VII. Giving facilities for the establishment of Township Boards of Education.

VIII. Authorizing the establishment of Industrial Schools.

IX. Discriminating, by a clearly defined line in the Course of Study, between the Public and High Schools; and prescribing a Programme of Studies for High Schools.

X. Providing for the establishment of Collegiate Institutes, or Local Colleges.

XI. Declaring the duty of Municipalities to maintain High Schools equally with Public Schools, as part of the System.

XII. New principle of "Payments by Results" to High Schools.

XIII. Providing for a more thorough and systematic inspection of Public and High Schools,—thus recognizing the necessity for a more complete supervision of the entire System, and a harmony in its several parts.

XIV. Miscellaneous Provisions:—Pecuniary and Personal Responsibility of Trustees—Powers of Arbitrators—Appeals—Vacations, etcetera.

*The Recent Important Changes in the School Law of Ontario.*

Before entering into the immedate discussion of the recent improvements in our School Law, I quote, as a preliminary, the following striking remarks of the Reverend Charles Kingsley, (President of the Education Section of the Social Science Congress of England, in 1869), on the inherent right of every child to Education, and the duty of the Parent and of the State in giving facilities for the enjoyment of that right.

As to the right of the child, and the duty of the parent, Mr. Kingsley says:—

"Let me tell you in a few words what principles I believe should never be lost sight of by those who wish to educate a Nation. I hold, that whatever natural rights a human being brings into the world with him at his birth, one right he indubitably brings: namely—the right of education; that is, to have his faculties and capabilities educed—brought out; at least so far that he can see for himself something for what there is be learned, and that there is to be done, in the World in which he must needs live; and what of that he himself can learn and can do. I say he has a right to do this. He was put into the World by no act of his own; and he has a right to ask those who brought him into the World, that he shall be taught how to live in it. Of course it follows that he has a right to demand education first from his own Parents. They are responsible for him, not merely to the State, or to God; they are responsible for him to himself. But if his Parents will not, or cannot, give him education,—and that too many will not, who does not know?—if Parents, I say, will not, or cannot, educate, of whom is the child to demand his natural right? I answer: From the State; and if the child, (as is the case) is unaware of its own right, and unable to demand it, it is the duty of all good citizens to demand it for him."

Further on, in discussing the duty of the State, Mr. Kingsley declares that:—

"The State has no right to compel the mass of citizens to receive among them every year a fresh crop of savages, to be a nuisance and a danger to the body politic. It has no right to demand that the physical life of the child shall be preserved, and yet to allow its far more important and valuable life—its intellectual and moral life—to be destroyed Moreover, it has no right to delegate its own duties in the matter to any voluntary association, however venerable, earnest, able. The State, and the State alone, is responsible to the existing citizens for training of those who are to become citizens. It alone ought to do the work; and it alone can."

## I.—The System of Free Schools.

Since 1850 it was left to the Ratepayers in each School division to decide annually whether the Schools should be free, or partly supported by Rate Bill on Pupils attending the School. The principle, that a Public School Education is the right of every child in the land, and that every man should contribute, according to his property, to the education of every child in the community, by whose influence and labours such property is protected and rendered valuable, had greatly obtained, so that Free Schools had increased from one hundred to five hundred per annum, until upwards of four thousand of the four thousand four hundred Public Schools were made Free by actual experiments, and by the annual discussions and votes in these Primary Meetings of the people. The demand was very general for several years, that all the Public Schools should now be made Free by Law, and all local disputes on the subject be thus terminated. This has now been happily accomplished by the new Law of 1871.

*Free Schools in Various Countries.—Examples, Arguments and Illustrations.*

A system of Free Schools now exists in the States of Masachusetts, Connecticut, New York, New Jersey, Michigan, Alabama, Missouri, Virginia, West Virginia, Indiana and Illinois. In this latter State, with a School population about double that of ours, the expenditure for Public Schools in 1868, was nearly Seven millions of dollars, ($6,896,879),—a sum more than three time that of our Expenditure for Public Schools. The Free School tax alone amounted to $4,748,105, or nearly Five millions of dollars, while, (with a School population less than one-half that of Illinois), our entire Expenditure for Public Schools, in 1870, was only $1,712,060, or less than Two millions of dollars. This noble example of Illinois is truly stated in the Report to be "without a parallel in the whole history of Free Schools on this Continent." In regard to the various States of the South, the United States Commissioner of Education in his Report for 1870, says:—"It is gratifying to know that under the restoration policy of Congress the reorganized State Governments have adopted Constitutions making obligatory the establishment and conduct of Free Public Schools for all the children of School age." In Kentucky, a large majority of the people cast their votes in favour of Free Schools, but the Legislature refused to concur with them. In Queensland, (Australia), a system of Free Schools has been lately established; and in England County Boards are authorized to establish them.

In a recent Report of the Board of General Education in Queensland, (Australia), the Board thus refers to the operations of the Free School Law introduced into that Country in 1869:—

"We believe that, on the whole, the effect of the change has been decidedly beneficial; . . . but the balance between the good and the evil is certainly on the right side. Among the conspicuously beneficial consequences of the change, the large increase in the number of children brought within School influence naturally ranks first. The Rolls for 1870 included the names of 16,227 children, whereas the Return for 1869 showed only 11,087."

—an increase of attendance, it will be seen, of nearly fifty per cent. in one year!

In summing up the result of his educational experience in England, Mr. Kingsley thus discusses the application of the new principle of Free Schools. He remarks:—

"I question, from twenty-seven years' experience, whether it is really better to make the labouring class pay School pence, (as Fees) for the education of their children; whether the wisest method is not to make them pay School Rates, as they do Poor Rates, and open the School Free. My experience is, as long as they pay both the ignorant, the stupid and the unwilling, (and it is with them we have to deal in this matter,) will persist in considering schooling as an article which they may buy or not, as they see fit, like fine clothes, or any luxury; and they will persist in thinking, or pretending to think, that they are doing the School Managers a favour, and putting money into their pockets; that they will persist in thinking, or pretending to think, that they pay for the whole of their children's education and ignore the fact that three-fourths of the expense is borne by others, and that the only method to make them understand that educating their children is an indefeasible duty, which as citizens they owe to the State itself, is for them to be taxed by the State itself, and for the State to say—there is your money's worth in the School. We ask no more of you; but your children shall go to School, or you shall be punished by the law."

The State Superintendent of Public Instruction for Virginia thus forcibly states the following historical facts and arguments in favour of Free Schools:—

"The undeniable fact of the steady growth of the Public Free School System among the civilized Nations for the last century creates a presumption in its favour. It flourishes under various forms of government, and when once tried is never abandoned, but on the contrary, is cherished and perfected more and more. It is observed also that its popularity (in the United States) is not chiefly among the ignorant and moneyless, but among the more intelligent property holders, and often among those who have the largest tax to pay. This popularity is not to be accounted for by the growth of the Republican form of government, for the system existed on this Continent a hundred years before there was a Republic, and at this time it is flourishing among the Monarchies of Europe. And would it be seen existing in a perfection unknown on this Continent, and vitalizing the energies of a mighty, consolidated empire, behold the kingdom of

Prussia! As a mere matter of fact, the Public Free School System is as clearly established as an element in the world's progress as any other of the great developments of modern enterprise. . . .

The Secretary of the Board of Education for the State of Connecticut, thus expresses the feeling and experience of that State on the subject:—

"Free Schools no longer need any defence. Experience has tested them. Opposition and discussion have helped them. . . . The press of Connecticut, with possibly a single exception, is now a unit in behalf of Free Schools. The cause of education was never so heartily endorsed by the masses. The results of the Free System demonstrate its wisdom and necessity. The common people favour it, and already reap a rich harvest from it. The proof now before the public that over 10,000 children were barred from School by the Rate Bill, buries it beyond the possibility of resurrection. . . . No measure so radical, touching so many persons and pockets, was ever more generally ratified by the people. Michigan quoted our arguments and followed our example in 1869; and during the last month, New Jersey adopted a most liberal Free School Law, and thus the only vestige of the Rate Bill left in this broad land was abolished. The Free School System may now be truly called the American System—the only State System in this Country. It will stand so, for no State that has tried both systems ever went back to the Rate Bill."

As to the principles and conditions of the Free School System, the Commissioner of Public Instruction in Rhode Island declares that:—

"A system of Free Schools, to be universally popular, must be universally practical so much so that the dullest comprehension may see something of intrinsic value in it. It becomes every intelligent citizen and Legislator, therefore, to inquire to what extent the operation of the System meet the wants of the people, and wherein it fails to secure the desired end. . . . A perfect system may become a perfect failure, if it does not feel the vital forces pervading it which spring from the popular will. An imperfect system may be made to do wonders, if its defects are supplemented by an intelligent and enthusiastic body of workers, supporting and advancing its interests. To secure the hearty co-operation from the whole people, the working plan must touch and vitalize every interest, and in its broad and liberal provisions it must meet the present and anticipate the prospective wants of every child and man in society. A noted king and philosopher of ancient times, when asked, 'What kind of education should be given to Boys?' answered: 'The kind of knowledge they will need to use when they become men.'"

## II.—Compulsory Attendance at School.

The provision of the Law in this matter is the legitimate consequence of the principle involved in the establishment of Free Schools; for if every man is to be taxed, according to his property, for the Public School Education of every child in the land, every Taxpayer has a right to claim that every child shall be educated in the various branches of a good English Education; otherwise it is raising money by taxation under false pretences.

And, if every man is to be taxed according to his property for the education of every child, and if every child has a right to School instruction, some provision was needful to secure both the Ratepayer and the child against the oppression and wrong which might be inflicted by an unnatural Guardian, or Parent. Society at large, no less than the parties immediately concerned, requires this protection; and the protecting provision of the Law, in this respect is milder and more guarded than a corresponding one in Prussia, Massachusetts, and other Countries where Public School Education is provided for and guaranteed to every child in the Country. According to the new Act, no Parent, or Guardian is liable to punishment whose wrong against society and his youthful charge is not wilful and criminal. If such protection in this mild and guarded form is found, on trial, to be insufficient for the purposes intended, a more stringent one can be enacted by the Legislature hereafter. But, I believe the Law will, upon the whole, secure the end proposed.

### *Origin of the Compulsory System in Germany and Scotland.—Examples.*

1. The Reverend H. G. de Bunsen, in an address at a recent Social Science Congress, on the Education of Neglected Children, after showing that out of 2,700,000

children in England that should attend the Public Elementary Schools, nearly one million and a half, (1,450,000), do not do so.

(NOTE.—There are a number of examples of the operation of the Compulsory System in Europe and the United States which are practically the same as given by Doctor Ryerson in his "Special Report on Education in Europe and the United States," and printed on pages 253-255 of the Twentieth Volume of this Documentary History. I therefore omit them in this part of the Annual Report.)

### III.—HIGHER STANDARD OF QUALIFICATION FOR TEACHERS.

1. On no one subject is there such general unanimity in all educating Countries than on the necessity for granting Certificates of Qualification to Teachers only after Examination. All were agreed upon this point; but all were not equally agreed as to the necessity for due Qualifications on the part of the Examiners themselves. The difficulty of obtaining the services of qualified persons in the rural parts was often urged as a reason why it should not be insisted upon. All that at first was deemed desirable in this matter was the constitution of some local authority for the examination and licensing of Teachers, without reference in many cases to any qualifications on the part of the Examiners, but that of social, or official, position. It was felt, too, that Normal Schools, Teachers' Institutes and Training Classes in Schools, or Colleges, would make up in some degree for the lack of professional experience in enquiring into and fixing the standard of a Teacher's qualifications for the important duties of his office; and that, if Teachers wished to take a higher rank in their profession, they could avail themselves of these facilities. But experience has proved how valueless, comparatively speaking, were Certificates to Teachers obtained from Examiners who, (although anxious to discharge their duties faithfully), practically knew nothing of teaching themselves, or of the peculiar fitness so necessary to a Teacher for the right discharge of the duties of his profession. Teachers, too, were found who were disposed to rest satisfied with Certificates obtained under such circumstances; and Schools and Pupils alike suffered from a want of ambition, or enterprise, on the part of such Teachers. The depressing effect on the Schools and on the profession itself of such a state of things had been long felt; in the various American States efforts have been made effectually to remedy the evil. The old Examining Boards, often the Trustees themselves, or some Official Persons in the neighbourhood, have been gradually superseded by professional and trained Teachers of the highest grade, and the principle has gained ground that, as in the professions of Divinity, Law, Medicine, Civil Engineering, etcetera, none but professionally trained Teachers should act as Examiners for the licensing of Teachers for our Public Schools.

#### *New System of Examination of Teachers in Ontario.*

2. Hitherto, in our own Province, Certificates were issued by County Boards of Public Instruction. Each Board consisted of a number of Members, most of whom, and, in some instances, all of whom, have had no experience as Teachers; each Board appointed the time as well as place of its own Meeting, prepared its own Examination Papers for three Classes of Teachers, and has then given Certificates according to its discretion, both as to Class and duration. Under the new School Act, each Board of Examiners consists of not more than five Members, who have had experience in teaching, and is under the direction of a County Inspector, who must be a First Class Teacher of the highest grade; and the Meeting of each Board is appointed to be held the same day in every County and City of the Province. The Examination Papers for all three Classes of Teachers are prepared, and the value of each question, and the time allowed

for Examinations in each subject, determined by a Committee of practical Teachers, under the sanction of the Council of Public Instruction,—that Committee consisting, at present, of Professor Young, (late Grammar School Inspector), and the two Inspectors of High Schools. The Examination Papers for each County are sent under Seal to the County Inspector, which Seal is not broken, except in the presence of the Candidates for Examination on the day and at the hour appointed. The merits of the Answers to the Questions for Second and Third Class Certificates are decided upon by each County Board of Examiners; but the Answers to the Questions for First Class Certificates are transmitted to the Education Department at Toronto, to be decided upon by the Council of Public Instruction on the Report of its Committee of Examiners. Special instructions accompany the Examination Papers. It is proper to remark here that what have heretofore been termed "Third Class County Board Certificates" are not permitted by the provisions of the new Act, and that what are called, and provided for under the new School Act as Third Class Certificates, are quite equal, if not above what have heretofore been called Second Class County Board Certificates. They are available for three years, and throughout the County in which they are granted. No new Candidate for teaching can receive a higher than a Third Class Certificate at his first Examination, or before the expiration of three years from that time, unless on the special recommendation of the Inspector for his attainments, ability and skill in teaching. No Teacher is eligible to become a Candidate for a Second Class Certificate, who does not produce Testimonials of having taught successfully for three years; but he may be eligible at a shorter period after having received his Third Class Certificate, on the special recommendation of the County Inspector.

9. Second Class Certificates, under the new School Act, are of much more value, and should be of a higher character, than First Class Board Certificates under former Acts, as the latter were limited to a County, and could be cancelled at the pleasure of the Board that granted it; but the former is a Life License, (during good behaviour), and is available in every part of the Province. Each County Inspector, and the other Members of each County Board of Examiners have, therefore, been impressed with the duty of not granting a Second Class Certificate to any Candidate without satisfactory proof that he, or she, is a successful Teachers of three years' standing, (except in the case above specified), and a clear conviction in their own minds, that such Candidate is qualified to teach all the subjects of the Public School Programme. This is required, not only by the patriotic spirit of the School Law, and conformity to the objects and principles of the School System, but as an act of common justice to every Ratepayer in the Province. The Schools are made Free by Law; and every man in the Country is taxed according to his property to support the Public Schools: and every Taxpayer has a corresponding right to have his children educated in the Public Schools in all the subjects of the Public School Programme of Studies: and he is deprived of this right if a Teacher is employed who cannot teach his children these subjects, as far as required. Whether, therefore, the County Boards grant many, or few, Second Class Provincial Certificates, I trust they will give no such Certificate as a personal favour, but simply upon the ground of ability to render the public educational service to the Country which the Law contemplates, and which every Ratepayer has a right to demand.

*Various Objections Answered.*

1. But it is proper for me to notice objections which have been made to the high standard which is alleged to have been fixed for giving Certificates to Teachers, and the expressed belief that many Schools will have to be closed for want of legally qualified Teachers. When I state, as I shall presently explain, that I have provided that not a single School throughout the land shall be closed for want of a legally qualified Teacher, and yet without lowering the standard of regular Certificates, it will be seen at once how imaginary are the forebodings of certain newspapers and their sympathizing Correspondents

2. Let us now look at the facts of the whole case. It is admitted on all hands, and it was so admitted in the Legislature when the new School Act was a Bill under consideration, that the standard of Public School Teachers' Qualifications was too low; that the examinations of Teachers by the "County Boards of Public Instruction" were inefficient and unsatisfactory; some called them "shams" and "farces," with very few exceptions; all admitted that whatever good these County Boards, as then constituted, had done in the infancy of our School System, they had, in the majority of instances, long outlived their usefulness, either in elevating the Qualifications of Teachers, or in promoting the efficiency, or permanence, of the Teacher's profession, and that some change was necessary.

3. It was, furthermore, alleged, that undue partiality had been shown in granting Provincial Certificates to Students of the Normal School, who were no better qualified than many First Class County Board Teachers, and that these were quite as worthy of a Provincial Certificate as First Class Normal Shcool Teachers. Although I knew the imputation and statement to be utterly unfounded, I concurred in the principle involved in it; namely, that all of those Teachers throughout the land who are equally well qualified with Normal School Teachers, and who have received First and Second Class Provincial Certificates, are entitled to Certificates of the same class, and should have the earliest possible facilities to obtain them. Accordingly I recommended to the Council of Public Instruction the appointment of a Committee of Examiners, composed of most able and experienced Teachers, and wholly unconnected with the Normal School. I first proposed that one and the same set of Examination Papers for First and Second Class Certificates for Normal School Teachers and other Teachers throughout the Province, with the same values of Answers to Questions; but it was objected, that as the sessional examination of Normal School Teachers would take place several weeks earlier than the examination of Teachers in the various Counties, the Papers would become known. My answer was, that I thought this could be prevented by proper precautions, but that if, in some instances, any of the Questions should become known to Candidates, it would be to the comparative disadvantage of the Normal School Candidates, and to the corresponding advantage of non-Normal School Candidates for Certificates. But my recommendation was overruled, when I suggested to the Examiners that they would make the Papers for the Examination of Teachers in the Counties somewhat easier than those which had been used in the examination of Normal School Teachers. This, I have been assured, has been done, and it may be shown by comparing the Normal School Examination Papers, published in my last Annual School Report, with the Examination Papers recently used in the County Board Examinations, and which were prepared in sets for distribution, and published in the *Journal of Education* for general information.

4. Now, what is the result? The result is, that but fourteen Candidates have presented themselves in all the Counties of the Province for examination for First Class Certificates, and a surprisingly small number of Candidates for Second Class Certificates, more than half of whom have failed in the Examinations. A majority of more than three-fourths of the Candidates have presented themselves for Third Class Certificates. Of these, a large number had held First Class County Board Certificates, but many of them are reported to have failed in their Examinations for Third Class Certificates. These facts not only authorize the statement, but furnish the most complete demonstration of the utter defectiveness of the former County Board Examinations of Teachers.

5. It now happens that the very parties who have heretofore been most vociferous as to the equal qualifications of First Class County Board Teachers with First Class Normal School Teachers, now complain that the standard of examinations for Certificates has been suddenly raised too high, in consequence of which many worthy Teachers will be disqualified, and many Schools must be closed for want of legally qualified Teachers. My answer is, that the standard for Provincial Certificates has not been raised at all, but is the same, (with some mitigation), as that which has been required in giving Provincial Certificates to Normal School Teachers; and the standard of

Examinations for Third Class County Certificates is the same as that required merely for admission to the Normal School. The simple fact is, that these Examinations are now made realities, and not "shams" and "farces." I am sure that no intelligent man, after examining the Programmes for the Examinations for even the First and Second Class Provincial Certificates, will say that they are in any respect too high for life Certificates of Teachers of Schools, for the support of which all classes of the community are taxed, and on which they are chiefly depending for the education of their children; and I am persuaded that in less than three years, a sufficient number of Teachers will become regularly qualified, under these Programmes, to supply all the Public Schools of the Country, without requiring temporary Certificates at all, except in a few and rare instances. . . . .

### IV.—A Fixed Legal Status for the Profession of Teaching.

1. Another great improvement effected by the new School Act has been the giving to the profession of teaching a fixed legal status, and, as a necessary result, the providing for the retirement and support by it of the worn-out Members of the profession.

2. For the first time in the School legislation of this Province, and, I believe, in but one or two States of the American Union, a practical knowledge of teaching is made an indispensable condition to the appointment of Public School Inspectors and County, or City, Examiners. Hitherto, while some efficient and excellent Local Superintendents were appointed, many more were appointed from electioneering and kindred considerations, who were both incompetent for, and indifferent to, the duties of the office. I have been assured by many County Councillors, that the legal defining of a Local Superintendent's Qualifications for office would have been a great help in enabling them to resist improper electioneering pressure, and in the selection of the best qualified men for that important work. In the State of Pennsylvania, no one can be appointed to the office of County Superintendent but "a person of literary and scientific acquirements, and skill and experience in teaching" With our former system of Township Superintendents, there was not only no legal standard of qualifications, but experienced Teachers were practically excluded from the office, because the Salary attached to it was insufficient for their support, and they had, (as a general rule), no other profession, or employment, by which to gain a livelihood. But now that the sphere of the Office is enlarged, so as to occupy the entire time of the Inspector, and secure to him an adequate support; and as the qualifications of it are now duly defined, to be those of a First Class Teacher of the highest grade, it is open to the able and experienced Teacher, as the legitimate reward of his merits.

3. In carrying the new Law into effect in this matter, the services of several efficient County and City Superintendents were regarded as a sufficient evidence of their qualifications; but for all new Candidates, experience in teaching is declared to be an essential qualification for the Office, together with a knowledge of subjects taught in the Schools. I believe all parties agree that, in this respect, the new School Act contains the mainspring of an immense elevation in the position and usefulness of the Teacher's profession. Even in a recent Annual Association of Teachers, the most restless and fault-finding of the number present could not otherwise than express satisfaction with the general provisions of the new Act, and protested against one Section only, the most benevolent Section of the whole Act,—the Section which requires each licensed male Teacher to pay for the license, (or monopoly of teaching which such license gives to him against any unlicensed Teacher), at the rate of two dollars each half year towards the support of Superannuated, or worn-out, Members of his own profession.

#### *Fixing the Minimum Salaries of Teachers.*

1. I had hoped to have still further raised the status of the Teachers' profession by getting the Legislature to fix by Law the Minimum Salary to be paid to Teachers, in

accordance with the class of Certificate which they held. The principle of fixing the Minimum Salaries of Teachers was concurred in by three-fourths of the County Conventions which I held in 1869. But the minorities in opposition to it were very large, and it was only carried upon the ground that liberal aid might be expected to be given to Sections in new and poor settlements. The minimum fixed, although small, was not concurred in by the Legislature.*

2. I think one of the most fruitful sources of the change of Teachers arises from the pernicious "cheap Teacher" system. The Reverend Doctor Fraser, Bishop of Manchester, as English Commissioner, in his Report on our School System, thus forcibly states the case, and gives illustrations. He says, (page 69):—"In almost all the Reports, the rapid changes of Teachers are deplored as one of the greatest hindrances to the progress of the Schools. The changes occur chiefly in the rural districts, and among the junior Teachers of the City, (and Town), Schools." Further on he says:—"Indeed, it is the low range of Salaries, acting powerfully as a motive upon the general restlessness of the American temperament, which produces those rapid and continual changes in the teaching staff of the Schools, the effects of which are so deeply and unanimously deplored. . . . . The quietness and success that has marked a School year is attributed chiefly to the employment of the same Teachers who had taught for some time in the Township before. To find a body of Teachers who intend to 'make teaching their business for several years,' excites surprise. And yet it is felt and acknowledged that 'a Teacher is worth twice as much the second term as during the first.' 'Frequent change of Teachers' is classed with their 'incompetence,' and the 'irregular attendance' of Scholars, as the three great 'hindrances' to the successful prosecution of the Schools."

3. I cannot but remark that Teachers themselves promote, to a large extent, this pernicious system of change. Many of them enter the profession as a temporary expedient, and take a School for a year, or more Such Teachers have no motive to improve the Schools, or to seek a re-engagement. Their only object is to make a little money out of them, or use them to brige over some scheme of advancement.

*Experience in Teaching Required from Inspectors and Examiners.*

The Official Regulations in regard to Public School Inspectors and Examiners, adopted by the Council of Public Instruction, are as follows:—

1. *Qualifications of Public School Inspectors.*—All County and City Superintendents of Common, or Public, Schools, who have held that office consecutively for three years; all Teachers of Public Schools who have obtained, or who shall obtain, First Class Provincial Certificates of Qualification of the highest grade, (A); all Head Masters of Grammar, or High, Schools, who have taught the same School for three years, and who shall prepare and transmit to the Education Department a satisfactory Thesis on the Organization and Discipline of Public Schools; and all Graduates in Arts, who have proceeded regularly to their Degrees in any University in the British Dominions, and who have taught in a College, or School, for not less than three years, and who shall prepare and transmit to the Education Department a satisfactory Thesis on the Organization and Discipline of Public Schools, shall be considered legally qualified for the office of County Inspector of Public Schools, without any further Examination, on obtaining, in each case, from the Education Department, the Certificate required by Law.

2. *Qualifications of Examiners.*—All Head Masters of Grammar, or High, Schools, and those Graduates in Arts who have proceeded regularly to their Degrees in any University in the British Dominions, and have taught in a College, or School, for not less than three years; all Candidates for Degrees in Arts in the Universities of the United Kingdom, who, previously to the year 1864, possessed all the statutable requisites of their respective Universities for admission to such Degrees, and have taught in a

* The principle of minimum Salaries of Teachers was finally concurred in by the Legislature in 1906. See Pages 251 and 296 of the Twentieth Volume of this Documentary History.

College, or School, for not less than three years; and all Teachers of Common, or Public, Schools who have obtained First Class Provincial Certificates of Qualification, or who may obtain such Certificates under the provisions of the present School Law, shall be considered as legally qualified to be appointed Members of a County, or City, Board of Examiners, without further Examination, on their obtaining from the Education Department, for the satisfaction of the County Council, or City Board, a Certificate of their having complied with this Regulation, and being eligible under its provisions.

*Regulations for giving effect to the foregoing.*—I. Candidates eligible to act as County, or City, Examiners will, on application, be furnished with the requisite Certificate from the Education Department.

II. A Candidate for the office of County, or City, Inspector of Public Schools, must, in order to be eligible for that appointment, obtain from the Education Department a Certificate of his qualification for the office. This will be transmitted to him on his furnishing satisfactory proof that he possesses the legal qualifications. In the case of University Graduates, and Head Masters of High Schools, a satisfactory Thesis is required on the Organization and Discipline of Public Schools, etcetera.

III. The Thesis to be prepared ought not to exceed twenty-five, or thirty, pages of foolscap, written on one side only, and should embrace the following topics, or subjects, Chaptered as numbered, videlicet:—

1. Organization of Schools; Classification of Pupils; the system of Monitor Teachers, —its use and abuse; School Buildings, and their in and out-door arrangements, School Furniture and Apparatus, etcetera.

2. School Management; Time Tables and Limit Tables of Study; School Rules; School Register; Roll Book; Visitor's Book.

3. General principles of Education; Art of teaching, with examples of the mode of treating various subjects; characteristics of the successful Teacher; how to secure Attention; how to interest the Class.

4. Characteristics of good style of Questioning; Correction of Errors; recapitulations, etcetera.

5. Principles of Mental, Moral, and Physical Culture of childhood; Gymnastics and Calisthenics.

6. School Discipline; Rewards and Punishments; Prizes; authorized system of Merit Cards.

7. School Libraries; how best to make them available; School Museums, or local Collections,—their value, and how to promote their formation and use.

8. Principles of the School Law relating to Public School Trustees, Teachers, and Inspectors of Schools.

*Duty of Teachers to provide for the Support of those Worn Out in the Profession.*

1. In 1854, the Legislature inaugurated a benevolent scheme for the formation of a fund, out of which to pension the worn-out Members of the profession of teaching.* It provided that Teachers should contribute Four dollars per annum to the Superannuation Fund, while the Legislative Body would supplement these contributions by a liberal Annual Grant The Legislature performed its part generously, but the Teachers, except in a very few isolated cases, failed to do theirs. This they themselves seem to have felt; and in 1869, they suggested to the Legislature that each person on entering the profession of teaching, should pay a fee of ten dollars into the Superannuated Teachers' Fund for his Certificate. In the Draft of Bill, as submitted by me to the Government in 1869, I modified this proposal, and provided that "no Certificate of Qualification should be valid any longer than the holder thereof should pay four dollars per annum into the Fund for the support of Superannuated, or worn out, Teachers, as provided

* NOTE.—The present Bishop of Manchester, in his Report on the Schools of Ontario, after giving the facts, thus speaks of the fund as follows:—"The whole plan does credit both to the wisdom and the liberality of its framers."

by Law." This proviso embodied an equitable principle of the English and Dominion Civil Service Acts, and was designed to do much to provide permanency in, and elevate the Teachers' profession; while the Salaries of Teachers in their agreements with Trustees, would, no doubt, in most cases, be augmented in proportion.

2. During the passage of the Bill through the House, this Section of the Act was again modified as follows:—"Each male Teacher of a Public School holding a Certificate of Qualification under the School Acts of this Province shall, and each such female Teacher may, pay into the Fund for the support of Superannuated School Teachers the sum of Four dollars annually; and each Inspector of Schools is hereby authorized and required to deduct one-half of such sum semi-annually from any payments made by him to any male Teacher under his jurisdiction, and transmit the same to the Education Department; Provided always, that any Teacher retiring from the profession shall be entitled to receive back from the Chief Superintendent one-half of any sums thus paid in by him to the Fund; And provided further, that on the decease of any Teacher, his wife, or other legal Representative, shall be entitled to receive back the full amount paid in by such Teacher, with interest at the rate of seven per centum per annum." Under the new Act, additional provision is thus made which will more than double the Fund for the assistance of disabled, or worn-out, Teachers of Public Schools. Among the Clergy of different Religious Persuasions, Funds are established by required subscriptions for their relief, or partial support, in old age. In the Wesleyan Body, for example, every one of the (now six hundred) Ministers is required to pay five dollars per annum towards the support of Superannuated Ministers and their Widows,—a Regulation which has been in force more than a quarter of a century. In the Civil Service in England, from two to five per cent. is deducted from the Annual Salary of each Officer, or Clerk, in the employment of Government towards the support of such Officers and Clerks in old age. The same principle is embodied in the School Act. But if a Teacher leaves the profession, he is entitled to receive back one-half of the sum which he has paid in towards the support of the worn-out Members of it, which is even more than a Wesleyan Minister could obtain who should abandon his work. The objectors to such an arrangement are chiefly those Teachers who do not intend to make teaching the profession of their life, but who make teaching, for the time being, a stepping-stone to some other pursuit, or profession. They wish to avail themselves of its license to make what money they can out of it, without paying anything in return, even in behalf of those who spend their vigour of life in the work. The subscriptions to this Fund are paid through the County Inspectors and Chief Superintendent, and are deposited forthwith in the Bank to the credit of the Treasurer of the Province, as are all the Fees of the Model Schools, and the moneys received at the Apparatus and Library and Prize Book Depositories, and paid out by the Provincial Treasurer to the parties entitled to receive them, on the Certificate of the Chief Superintendent.

*Objection by a Certain Class of Teachers to Contribute to the Fund.*

3. Notwithstanding the great boon conferred upon Teachers by the establishment of such a Fund for their benefit, a certain class of objectors has sought to create hostility to the Fund and to the mode of contributing to it. The agitation on the subject is being promoted by two small sections of the Teachers of our Public Schools,—those who do not intend to remain in the profession, but make use of it as a stepping stone to something else;* and those who are penurious, or selfish. A third section, of the more thoughtful and devoted Members of the profession, have, without due consideration, unwittingly given their countenance to this unwise and unjust agitation.

5. As to the necessity for this Fund, we would say, that so long as Teachers devote their lives to a profession so generally underpaid as theirs is, so long will there be a necessity for either friends, (if there be any, but who are often poor themselves), or

* NOTE.—I have shown, in this Report, the pernicious influence of such Teachers upon the Schools. They lower the tone and *esprit* of the profession, are a fruitful cause of change in Teachers, give a temporary and fugitive character to teaching, and thus bring discredit both upon the profession and the Schools.

the Teachers themselves, to provide for the quiet and comfort of the declining years of their brethren, who, in less prosperous days, and with scanty remuneration, led the van in that calling in which they feel proud to follow. Even now, at the Salary given to Teachers, (considering the increased cost of living), it is almost impossible to lay by a sum which would realize more than a few dollars a year. But by availing themselves of the provisions of the new Act, Teachers can, on the payment of a small sum of two dollars each half year, secure an allowance for life, after their retirement from the profession, of six dollars a year for every year they may have taught School. For instance, if a Teacher has been twenty-five years in the profession, and has complied with the Law and Regulations on the subject, he will, on his retirement, be entitled to an allowance of $150 a year for life, should the Fund permit it,—although, at four dollars a year, he will have only paid $100 in all into the Fund; if he has been twenty years teaching, he will secure an allowance of $120 a year, although his total subscriptions for the twenty years have only been $80 in all; if for fifteen years $90, total subscriptions $60 in all; and if for ten years $60 a year, while he has only paid $40 in all into the Fund. In other words, he will receive for his first year's pension, fifty per cent. more than he has paid into the Fund altogether! These facts are irresistible, and only show what a boon the Teachers are thoughtlessly throwing away in petitioning against their contributing to the Fund, as provided by Law. For it should not be forgotten that, if the Section of the new Law on the subject is repealed, the entire Law on the subject will, no doubt, be swept away, and the $6,500 per annum now generously given to the old Teachers by the Legislature, will be withdrawn. In that case Teachers will be left to provide for their old age as they best can, or rather they will be left with no provision whatever for their retirement from the profession.

*The Old Teachers Keep Down the General Scale of Remuneration.*

6. There is another reason why, in the interests of the profession, the Superannuated Teachers' Fund should be sustained by them. Among the more than 5,000 Teachers in Ontario, some hundreds are getting advanced in life, and many of them are even old and infirm. Because of their age and infirmity, they find it difficult to get employment, and yet, for want of means of support, they cannot retire and make way for younger men. The consequence is, that they offer their services at a very low rate, and thus find employment, to the exclusion of better Teachers at a higher Salary. Thus, in their need, they help to keep down the rate of remuneration, which would otherwise be paid to more active Teachers, while they keep up a competition from which the other Teachers are made to suffer. Would it not, therefore, be better for all parties concerned, that the younger Teachers should provide for the honourable retirement of a section of their own profession grown grey in the service, and enfeebled by their sedentary life? This feature of the question has been pressed upon the attention of the Department, and we present it in the following extract from the Letter of a highly respected Inspector, who has felt the embarrassment arising from the existence of old Teachers in his County. He says:—

"There are a few old Teachers in this County who, perhaps, answered an important purpose in the Teacher's calling twenty-five, or thirty, years ago, but whose stereotyped methods of procedure in the School Room are opposed to every kind of modern improvement in the art of teaching. It has become a serious matter with our Board of Examiners to know what is to be done with such Teachers. They are poor, and have not yet made the necessary payments into the Superannuation Fund." He then asks if they can be placed on the Superannuation list, and desires other information on the subject, etcetera.

7. Now Teachers will see that if, (as has been the case for many years, when the matter was left to their voluntary action), they refuse to sustain the Fund in the manner provided by Law, they can neither expect to superannuate their older, worn-out brethren, nor can they, with any show of justice, or propriety, ask the Legislature even to make the generous Grant which it has done for the past few years, but which, it is well known, is quite inadequate for the maintenance of the Fund. The agitation

has raised the question of the very existence of the Fund itself; and, if the younger Teachers refuse to make the small sacrifice, in the interests of their profession, of paying two dollars every half year into the Fund, (from which they themselves will derive a substantial benefit), and in the maintenance of which they are interested, how can they expect the Legislature,—which has recently so greatly raised the standard of their qualification, and incidentally of their emoluments,—to provide for their retirement from the profession and support when they are worn out? In this view of the case, we thing Teachers have not sufficiently weighed the matter in this agitation, but we trust that they will be induced to do so, when they consider the foregoing facts.*

*On what Principle should this Superannuation Fund be Supported.*

8. In reply to the question "on what principle should this fund be supported?" I answer, on the principle already laid down in its establishment, that of the mutual co-operation of the Teachers and the Government. This principle is one which commends itself to the judgment of Teachers, and yet they have not carried it out. While the Government have generously contributed to the Fund $4,000 per annum, and have even increased the Fund of late years to $6,500 per annum, the Teachers, as a body, have done nothing. An isolated case here and there of an expectant claimant on the Fund does send in his $4 a year, but the Teachers, as a body, have failed to do their duty in the matter. Low Salaries, selfishness, and a temporary interest in a profession which they did not mean to follow, have operated to produce this state of things. Now, however, the Country is prosperous; Salaries have been increased; this profession itself has been placed on a recognized footing, and it is right and proper for the Legislature, which has thus afforded facilities to elevate the teaching profession, to see that the old worn-out Members of the profession shall be provided for, and not remain as a hindrance to progress.

*Should the Teachers sustain the Superannuated Fund?*

9. We think we have already anticipated the answer to the question, "Who should sustain this Fund?" and, therefore, need not dwell upon it. In fact, the Teachers have themselves answered it, but in a form which, in practice, would be felt by them to be onerous, if not progressive. At a Meeting of the Public School Teachers' Association of the Province of Ontario, held in 1869, a series of Resolutions was passed, embodying certain amendments to the School Bill then before the Legislature. Amongst those agreed to by the Teachers' Association was the following one, which involved the very principle of compulsion, against which Teachers now object:—"Each Candidate, at his, or her, first Examination for a Certificate of Qualification, shall deposit with the County

* NOTE.—Another Inspector writing on this subject says:—

"It cannot be denied that the Fund itself is a most excellent one, and that it has already proved a great boon to many members of the profession.

"It cannot be denied that it will prove a great pecuniary advantage to every Teacher who makes teaching a profession, and not a stepping stone to something else, and for these alone the Fund is intended.

"It cannot be reasonably denied that it is as just to impose a license upon Teachers, as upon Lawyers, Hotel-keepers, Auctioneers, Pedlars or dry goods Merchants, and let the grumblers just compare for a moment the paltry $4 license of the Teacher with some other licenses which frequently reach $100 per annum. Moreover the Teacher's hardships sink into insignificance when it is stated that his license, when paid, is invested at interest for his benefit in old age, and along with it $6,500 is added by the Government.

"It cannot be denied that the very Act which imposes the license, by raising the standard of qualification and thus limiting the supply, has already had or will soon have the effect of raising the salaries of Teachers by an increase ten times as great as the license imposed.

"It cannot be denied that this agitation originated with, and is now chiefly carried on by those Teachers who have adopted teaching not as a profession, but as a temporary expediency. They are generally smart men possessing a tolerably fair opinion of themselves, and evincing a large amount of cleverness and success in obtaining the most lucrative situations in advance of the really professional Teacher. The Superannuated Fund was never intended for such; and they are the last that should find fault with a profession that serves them so good a turn, or malign those Legislators who have with the greatest wisdom and liberality made this noble provision for the meritorious Teacher in his old age, and who are endeavouring to raise the profession to a respectability that will induce clever men to adopt teaching as the business of their lives. Again they complain that the license is compulsory, of course it is. But it is no more compulsory than other licenses, and teaching is not compulsory. If they do not choose to pay the license to teach, they are at liberty to buy an Hotel-keeper's license, or an Auctioneer's license, or to follow some pursuit that requires no license.

"I have had the pleasure of conversing with several gentlemen of position outside the profession, on this subject, and they all agree that the Fund is a good one, that the four dollar license is not unreasonable, and that the present agitation is impolitic and against the best interests of the profession."

Superintendent the sum of Ten dollars, to be paid into the Superannuated Teachers' Fund, of which Five dollars shall be refunded in case of failure." In other words that, before a Teacher is in a position to earn one penny in his profession, he shall be compelled to pay Ten dollars into the Fund. How much easier to the Teacher, more equitable in principle, and better in every respect is the provision of the Law, (against which the agitation has been raised), that no one but Members actually in the profession, who have derived their means of support from it, should be called upon to contribute to a Fund intended for their support on their retirement from it? That this is felt by Teachers to be the case, we learn from the following Resolution, which was recently agreed to at a Convention of Teachers for the West Riding of the County of Durham:—

"Resolved that we hear with sorrow that an effort is being made to repeal the Section in reference to the Superannuated Fund, and that we feel a debt of gratitude to Doctor Ryerson for the introduction of said Section, believing it to be one of the most beneficial amendments in the New School Act."

### *Official Regulations in Regard to the Superannuation Fund.**

10. The Regulations for the administration of the Superannuated Teachers' Fund, adopted by the Council of Public Instruction, are as follows:—

(1) Teachers who became superannuated, or worn out, on or before the first day of January, 1854, and who produce the proofs required by law, of character and service as such, may share in this Fund according to the number of years they have respectively taught a Public School in Ontario, by depositing with the Chief Superintendent of Education, the preliminary subscriptions to the Fund required by law.

(2) Every Teacher engaged in teaching since 1854, in order to be entitled, when he shall have become superannuated, or worn out, to share in this Fund, must have contributed to it at the rate of Five dollars per annum for each year, from the time when he began to teach, up to the time of his first Annual Subscription of Four dollars, (as required by the Statute), for each subsequent year during which he was engaged in teaching. No subscriptions, either for arrears, or otherwise, can be received from those who have ceased to teach, [and in all cases the annual payment, unless made within the year for which it is due, will be at the rate of Five dollars.]

(3) No Teacher shall be eligible to receive a Pension from this Fund, who shall not have become disabled for further service, while teaching a Public School, or who shall not have been worn out in the work of a Public School Teacher.

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* NOTE.—APPLICATION FOR PENSION AS A SUPERANNUATED OR WORN OUT TEACHER.—(*Council Minute No. 322.*)

(Post Office.) (Date.) 187 .

The Undersigned, an Applicant for aid from the Superannuated, or Worn out, Teachers' Fund, hereby respectfully represents to the Chief Superintendent of Education—

1. That he is years of age.
2. That he was born, (state the Country of birth), in .
3. That he commenced the profession of teaching in , in the year One thousand eight hundred and
4. That he is connected with the Church.
5. That he commenced teaching a Public School in Ontario, in School Section Number , in the Township of . County of , in the year One thousand eight hundred and .
6. That he has held Certificates of Qualification from , and that last Certificate is from the Board of Examiners for , is dated , and is for the class.
7. That since he commenced teaching in the Province, he has been engaged as a Teacher in the following places:
8. That he has taught a Public School in Ontario for the full period of years, and has subscribed to the Fund for the years .
9. That he has become disabled or worn out while in the work of teaching, and is unable to teach a School any longer.
10. That he ceased teaching the Public School in Section Number , in the Township of , County of , on the day of , 18 , and that he has not since been employed as a Public School Teacher.
11. That he having become, in terms of the Act, incapacitated by infirmity from further service as a Public School Teacher, he respectfully applies for a pension from the Superannuated Public School Teachers' Fund.

(Sign name in full.)

REMARKS.—The foregoing application must be filled up in every particular, and be accompanied with satisactory evidence on the following points:—

1. Of the good moral character, and sober steady habits, of the Applicant.
2. Of the length of time such applicant has been engaged in teaching in Ontario, and for which he asks a Pension.
3. From Medical testimony, according to the prescribed Form, that the Applicant is unable to pursue that profession any longer.

(4) All applications must be accompanied with the requisite Certificates and proofs, according to the prescribed Form and Instructions. No Certificate in favour of an Applicant should be signed by any Teacher already admitted as a Pensioner on the Fund.

(5) In case the Fund shall at any time not be sufficient to pay the several Claimants the highest sum permitted by law, the Income shall be equitably divided among them, according to their respective periods of service.

(6) Communications and subscriptions in connection with the Fund, are to be sent to the Chief Superintendent of Education.

### V.—Comprehensive Course of Study for the Public Schools.

1. In dealing with this most important question, and in laying down a few general rules in regard to it, the following weighty words of the Reverend Doctor James Fraser, now Bishop of Manchester, in his admirable Report on the "School Systems of the United States and Canada," are highly suggestive:—

"The mistake that is commonly made in America, is one, I fear, that is taking some root in England—a confusion of thought between the processes that convey knowledge, and the processes that develop mental power, and a tendency to confine the work of the School too exclusively to the former. It is, perhaps, the enevitable tendency of an age of material prosperity and utilitarian ideas. Of course, the processes of education are carried on through media that convey information too, and a well educated man, if not necessarily is, at any rate, almost necessarily becomes a well informed man. But in my sense of things, the work of education has been successfully accomplished when a scholar has learned just three things—what he really does know, what he does not know, and how knowledge is in each case acquired; in other words, education is the development and training of faculties, rather than to use a favourite American word, the "presentation" to the mind of facts. What was Aristotle's conception of the man who he calls—thoroughly educated? Not, I take it, a man of enyclopædic information, but a man of perfectly trained and well-balanced mind, able to apply to any subject that may occupy his attention, its proper methods, and to draw from it its legitimate conclusions. Hence the proper functions of a sound System of Education are to quicken the observation, strengthen the memory, discipline the reason, cultivate the taste; and that is the best system which gives to each faculty of our complex nature its just and proportionate development."

2. In the Programme of Studies, and Limit Table, adopted after due consideration, for our Schools in Ontario, the subjects essential to a good Public School Education are prescribed and classified, as also the number of hours per week of teaching each subject; but the mode or modes of teaching and illustrating the several subjects specified in order, is left to the independent exercise of the genius and talents of each Teacher. In preparing this Programme, the Reports of the latest Royal Commissioners of England on Popular Education, and the opinions of the most experienced Educationists, have been consulted. It will be seen from the number and order of the subjects, and the time prescribed per week for teaching of them, that the first years of Common School Studies are almost entirely devoted to teaching the three primary and fundamental subjects of a good Education,—Reading, Writing and Arithmetic, including only such other subjects and to such a degree, as to relieve the Pupils from the tedium of the more severe and less attractive studies, and to develop their faculties of observation and taste for knowledge, as suggested by the largest experience of the most advanced Educators. The subjects of the Programme are limited in both number and range to what is considered essential, and to what experience has proved can be thoroughly mastered by Pupils of ordinary capacity and diligence within thirteen years of age. The thorough teaching of a few subjects, within practical limits, will do more for intellectual development, and for the purposes of practical life, than the skimming over a wide range of topics. The subjects of Natural Science required by the Thirteenth Section of the new School Act to be taught in the Schools and provided in the Programme, are such, and are prescribed to such an extent only, as is absolutely necessary for the advancement of the Country,—in Agriculture, the Mechanical Arts, and Manufactures, apart from Science and Literature. And when the cheap and excellent Text Books prescribed are examined in connection with the subjects specified, it will be found that nothing has been introduced which is impracticable, or for mere show, but everything for practical use, and that which admits of easy accomplishment.

*Education directed towards the Pursuits and Occupations of a People.*

In this subject, Doctor Playfair gives the following striking illustration. He goes on to say:—

"The great advantage of directing education towards the pursuits and occupations of the people, instead of wasting it on dismal verbalism, is that, while it elevates the individual, it at the same time gives security for the future prosperity of the Nation. There are instances of Nations rich in natural resources of industry, yet poor from the want of knowledge, how to apply them; and there are opposite examples of Nations utterly devoid of industrial advantages, but constituted of an educated people, who use their Science as a compensation for their lack of raw material. Spain is an example of the first class, and Holland of the second. Spain, indeed, is wonderfully instructive, and her story is well told by Buckle, for you see her rise in glory, or fall in shame, just as there are conditions of intellectual activity, or torpor, among her inhabitants. Sometimes animated with life, Spain seeks a high position among Nations; at other times she is in a death-like torpor. She is an apt illustration of the sentence: 'He that wandereth out of the way of understanding, shall remain in the congregation of the dead.' The Jews brought into Spain their habits of industry, and later ,the Moors introduced the experience and science of their time; and they took root even in a Country devastated by wars between Christians and Mahommedans. But Spain committed two great national crimes—the expulsion of the Jews at one time, and of the residue of the Moors at another. The last crime of 1609, by which 1,000,000 of Moriscoes were thrust forth from the Kingdom, was avenged by suddenly depriving Spain of the accumulated industrial experience of centuries. After that act, Education was only allowed so far as it did not interfere with ecclesiastical fears, and the Country fell into a state of abject misery and dejection. A century after, the Duke de St. Simon, the French ambassador at Madrid, declared that Science in Spain is a crime, and ignorance a virtue. During the next century, there was a period of three generations when foreign Science and experience were imported by the Spanish Kings, and the Country began to rise again to some condition of Education and, prosperity. But in the last half-century it has relasped, ecclesiastical power having again assumed its old way, and Spain has returned to a position of obscurity, from which, let us hope, she may emerge by her late Revolution. For this Nation has everything in the richest profusion to make it great and prosperous. Washed both by the Atlintic and Mediterranean, with noble Harbours, she might command an extensive commerce both with Europe and America. Few Countries have such riches in the natural reresources of industry. A rich soil and almost tropical luxuriance of vegetation might make her a great food-exporting Nation. Iron and Coal, Copper, Quicksilver and Lead abound in profusion but these do not create industries, unless the people possess knowledge to apply them. When that knowledge prevailed, Spain was indeed among the most advanced of industrial Nations. Not only her Metallurgic industries, but her Cotton, Woollen and Silk manufactures were unequalled; her Shipbuilding also was the admiration of other Nations. But all have decayed because Science withers among an uneducated people, and without Science Nations cannot thrive. Turn to Holland, once a mere province of Spain. She has nothing but a maritime position to give her any natural advantage. Not so bad, indeed, as Voltaire's statement, that she is a land formed from the sand brought up on the sounding-leads of English sailors, although she is actually created from the debris of Swiss and German Mountains brought down by the Rhine. Hence, within her land are no sources of mineral wealth; but she has compensated for its absence by an admirable Education of her people. For my own Country, I have no ambition higher than to get Schools approaching in excellence to those of Holland. And so this mud produced Country, fenced round by dykes to prevent the Ocean from sweeping it away, is thriving, prosperous and happy, while her old mistress Spain is degraded and miserable, unable in all Europe until lately to find a King who would undertake to govern her ignorant people."

*The New Subjects of Agriculture, Commercial Instruction, Mechanics, Drawing, Practical Sciences and Natural History.*

1. I may remark that one great object of the new School Act was to make our Public Schools more directly and effectively subservient to the interests of Agriculture, Manufacture and Mechanics.

2. In my first Special Report on "a System of Public Elementary Education for Upper Canada," laid before the Legislature in 1846,* I stated the Institutions necessary for these purposes; and in the concluding remarks of my last two Annual Reports, I

* This Report is printed as Chapter VII. in the Sixth Volume of this Documentary History.

have expressed strong convictions on the subject. When we consider the network of Railroads which are intersecting, as well as extending from one end to the other of, our Country, the various important Manufactures which are springing up in our Cities, Towns and Villages, and the Mines which are beginning to be worked, and which admit of indefinite development, provision should undoubtedly be made for educating our own Mechanical and Civil Engineers, and chief workers in Mechanics and Mines; but I here speak of the more elementary part of the work of practical education, which should be given in the ordinary Public Schools.

3. It must be admitted that although the general organization of our Public School System is much improved, and although the Schools themselves have improved; yet that the knowledge acquired in them is very meagre,—extending for practical purposes very little, and in many cases not at all, beyond what have been termed the three R's, —Reading, 'Riting and 'Rithmetic, and that rather elementary. If the System of Schools cannot be greatly improved, what is taught in the Schools should be greatly advanced and extended. I entirely agree with the Honourable John Carling, Commissioner of Agriculture, who, in a late able Report, remarks:—

"Notwithstanding the great advancement we have made within a period comparatively short, I have a growing conviction that something more is required to give our Education a more decidedly practical character, especially in reference to the Agricultural and Mechanical classes of the community, which comprise the great bulk of the population, and constitute the principal means of our wealth and prosperity. What now appears to be more specially needed to carry forward this great work is, in addition to the ordinary instruction in Common Schools, the introduction of the elementary instruction in what may be termed the foundation principles of Agricultural and Mechanical Science."

4. These views to a limited extent, have been successfully acted upon in our Normal and Model Schools, but I propose to carry them into more certain and general operation, by the additional Lectureship in the Normal School, which has been established for the special purpose of preparing Teachers to teach the subjects indicated in the Public and High Schools, and to make the teaching of them a part of the Programme of Instruction in our Public Schools. We have, already, in the Educational Museum the specimens of Models necessary for a School of both the Fine and some of the Mechanical Arts; and I trust there will soon be supplemented Schools of Mechanical and Civil Engineering, if not of Architecture, as also of Manufactures and Agriculture. But what I have said relates to the elementary education which may be imparted on these subjects in the Public and High Schools.

### *The Way in which this Instruction should be Given.*

1. As to the only way in which instruction in these subjects should be given, we quote the following strikingly forcible language of Doctor Lyon Playfair on the subject. He says:—

"The Pupil must be brought in face of the facts through experiment and demonstration. He should pull the Plant to pieces, and see how it is constructed. He must vex the Electric Cylinder till it yields him its sparks. He must apply with his own hand the Magnet to the Needle. He must see Water broken up into its constituent parts, and witness the violence with which its elements unite. Unless he is brought into acual contact with the fact, and taught to observe and bring them into relations with the Science evolved from them, it were better that instruction in Science should be left alone. For one of the first lessons he must learn from Science is not to trust in authority, but to demand proof for each asseveration. All this is true education, for it draws out faculties of observation, connects observed facts with the conception deduced from them in the course of ages, gives discipline and courage to thought, and teaches a knowledge of scientific method which will serve a life time. Nor can such an education be begun too early. The whole yearnings of a child are for the Natural Phenomena around, until they are smothered by the ignorance of the Parent. He is a young Linnæus roaming over the fields in search of flowers. He is a young Conchologist, or Mineralogist, gathering Shells, or Pebbles on the Sea Shore. He is an Ornithologist, and goes Bird nesting; and Icthyologist, and catches Fish. Glorious education in nature, all this, if the Teacher knew how to direct and utilize it. The present system is truly ignoble, for it sends the work-

ing man into the world in gross ignorance of everything that he has to do in it. The utilitarian system is noble in so far as it treats him as an intelligent being who ought to understand the nature of his occupation, and the principles involved in it. If you bring up a Ploughman in utter ignorance of everything relating to the Food of Plants, of every mechanical principle of Farm Implements, of the Weather to which he is exposed, of the Sun that shines upon him, and makes the Plants to grow, of the Rain which, while it drenches him, refreshes the Crops around, is that ignorance conducive to his function as an intelligent being? All Nations which have, in recent years, revised their Educational Systems, have provided a class of Secondary Schools for the Industrial classes, especially devoted to teach them the principles of Science and Art relating to their Industries. Holland compels every Town of 10,000 inhabitants to erect such Schools."

*Necessity for Teaching Practical Science in the Schools.—Examples.*

1. What Doctor Lyon Playfair has remarked, in an opening Address to the Educational Section of the Social Science Congress held last year at Newcastle, in regard to English Elementary Schools and the teaching of practical Science in them, applies largely to Canada:—

"The educational principle of Continental Nations is to link on Primary Schools to Secondary Improvement Schools. The links are always composed of higher subjects, the three R's being in all cases the basis of instruction; elementary Science, and even some of its applications, is unformly encouraged and generally enforced. But, as we have Schools corresponding to the Secondary Improvement Schools for the working classes, we suppose we can do without them, used as links. No armour-plate of knowledge is given to our future Artizan but a mere veneer of the three R's, so thin as to rub off completely in three or four years of the wear and tear of life. Under our present system of elementary teaching, no knowledge whatever, bearing on the life-work of a people, reaches them by our System of State Education. The Air they breathe, the Water they drink, the Tools they use, the Plants they grow, the Mines they excavate might all be made the subjects of surpassing interest and importance to them during their whole life; yet of these they learn not one fact. Yet we are surprised at the consequences of their ignorance. A thousand men perish yearly in our Coal Mines, but no School Master tells the poor Miner the nature of the Explosive Gas which scorches him, or of the after Damp which chokes him. Boilers and Steam-engines blow up so continually that a Committee of the House of Commons is now engaged in trying to diminish their alarming frequency, but the poor Stokers who are scalded to death, or blown to pieces, were never instructed in the nature and properties of them. In Great Britain alone more than one hundred thousand people perish annually, and at least five times as many sicken grievously, out of pure ignorance of the Laws of Health, which are never taught them at School."

2. In regard to the study of Natural Science in the Schools, the Royal Commissioners appointed to enquire into systems of Schools, say:—

"We think it established that the study of Natural Science develops better than any other studies the observing faculties, disciplines the intellect by teaching induction as well as deduction, supplies a useful balance to the studies of Language and Mathematics, and provides much instruction of great value for the occupations of after life."

*The Study of Natural History in the Schools.*

1. In further illustration of this subject, I beg to add a few words by Professor Agassiz, formerly a distinguished Teacher in Switzerland, latterly a more distinguished Professor in the United States. In an Address at an Educational meeting in Boston "on the desirability of introducing the study of Natural History into our Schools, and of using that instruction as a means of developing the faculties of children and leading them to a knowledge of the Creator," Professor Agassiz observes:—

"I wish to awaken a conviction that the knowledge of nature in our days lies at the very foundation of the prosperity of States; that the study of the Phenomena of Nature is one of the most efficient means for the development of the human faculties, and that, on these grounds, it is highly important that this branch of education should be introduced into our Schools as soon as possible. To satisfy you how important the study of Nature is to the community at large, I need only allude to the manner in which, in modern times, man has learned to control the forces of Nature, and to work out the material which our earth produces. The importance of that knowledge is everywhere manifested

to us. And I can refer to no better evidence to prove that there is hardly any other training better fitted to develop the highest faculties of man than by alluding to that venerable old man Humboldt, who was the embodiment of the most extensive human knowledge in our day, who acquired that position, and became an object of reverence throughout the world, merely by his devotion to the study, of Nature. If it be true then, that a knowledge of Nature is so important for the welfare of States and for the training of men to such high positions among their fellows by the development of their best faculties, how desirable that such a study should from part of all education! And I trust that the time when it will be introduced into our Schools will only be so far removed as is necessary for the preparation of Teachers capable of imparting that instruction in the most elementary form. The only difficult is to find Teachers equal to the task, for, in my estimation, the elementary instruction is the most difficult. It is a mistaken view with many, that a Teacher is always efficiently prepared to impart the first elementary instruction to those entrusted to his care. Nothing can be further from the truth; and I believe that in entrusting the education of the young to incompetent Teachers, the opportunity is frequently lost of unfolding the highest capacities of the Pupils, by not attending at once to their wants. I have been a Teacher since I was fifteen years of age, and I am a Teacher still, and I hope I shall be a Teacher all my life. I do love to teach; and there is nothing so pleasant to me as to develop the faculties of my fellow beings who, in their early age, are entrusted to my care; and I am satisfied that there are branches of knowledge which are better taught without Books than with them; and there are some cases so obvious, that I wonder why it is the Teachers always resort to Books when they would teach some new branch in their Schools,—when we would study Natural History, instead of Books let us take specimens—Stones, Minerals, Crystals. When we would study Plants, let us go to the Plants themselves, and not to the Books describing them. When we would study Animals, let us observe Animals."

2. Thomas Curlyle wrote,—"For many years it has been one of my constant regrets, that no Schoolmaster of mine had a knowledge of Natural History, so far, at least, as to have taught me the little winged and wingless neighbours that are continually meeting me with a salutation which I cannot answer, as things are; but there will come a day when, in all Scottish Towns and Villages, the Schoolmasters will be strictly required to possess such capabilities."

*The Value of Drawing in our Schools.*

1. So important and necessary was Drawing, (which is now prescribed in our Schools), felt to be, as a branch of learning, that in 1870, the Legislature of Massachusetts passed the following Law on the subject:—

"The General Statutes are hereby amended so as to include Drawing among the branches of learning which are by said Section required to be taught in the Public Schools.

"Any City, or Town may, and every City and Town having more than ten thousand inhabitants shall, annually make provision for giving free instruction in Industrial, or Mechancal, Drawing, to persons over fifteen years of age, either in day, or evening, Schools, under the direction of the School Committee."

2. On this enactment, the Secretary of the Board of Massachusetts remarks:—

"This is one of the most important laws of the Session of 1870. and is destined, I doubt not, to produce lasting and beneficial results. It will not, therefore, be out of place, to give a brief account of the steps which led to its enactment. . . .

"In response to a Petition presented to the Legislature, in June, 1869, by several of the leading citizens of Boston, a Resolve was passed, directing the Board of Education to consider the expediency of making Provision by Law for giving free instruction to men, women, and children in Mechanical Drawing, either in existing Schools, or those to be established for that purpose, in all the Towns in the Commonwealth having more than five thousand inhabitants, and report a definite plan therefor to the next General Court.

"The Board cordially entered upon the task thus committed to them. . . . The Petition and Resolves were referred to a Special Committee, with instruction to make such inquiries as they deemed advisable, and report their conclusions for the consideration of the whole Board. This resulted in the issuing of a Circular, asking for the opinions of gentlemen connected with the various Mechanical and Manufacturing industries of the Commonwealth, of others familiar with the working of our System of Public Instruction, and especially of gentlemen eminent for their skill and experience in this particular department of instruction.

"The Communications received were presented to the Board, accompanied by a brief and able Report. The Report presented met with the unanimous approval of the Board, and it was voted to recommend to the Legislature the following action, to wit:—

"That a Law be passed requiring: 'First, that Elementary and Freehand Drawing be taught in all the Public Schools of every grade in the Commonwealth; and, Second, that all Cities and Towns having more than ten thousand inhabitants be required to make provision for giving annually, free instruction in Industrial, or Mechanical, Drawing to men, women, and children in such a manner as the Board of Education shall prescribe.'

"The recommendations were favourably received by the Legislature, and embodied in the foregoing Act, and in an Order of the House of Representatives to print in pamphlet form two thousand copies of such of the Communications above named as the Board shall designate.

"These are Papers of rare value, treating of the subject of Drawing in its relation to General Education, to our various Mechanical and Manufacturing industries, to high culture in Art, and indicating the most approved methods of teaching it, both in the Public Schools, and in special Classes."

3. The English Commissioners in their Report thus summarize the opinions of those gentlemen examined by them in regard to the subject of Drawing. They say:—

"Mr. Stanton remarks that 'whether we regard it as a means of refinement, or as an education for the eye, teaching it to appreciate form, or as strengthening habits of accurate observation, or again as of direct utility for many Professions and Trades, it is equally admirable.' Doctor Hodgson stated it as his opinion that 'drawing should be taught to every child as soon as he went to School, and added that it was already taught to all the Boys (nearly 1,000) in the Liverpool Institute.' From Mr. Samuelson's Letter to the Vice President of the Committee of the Council on Education, Drawing appears to be always regarded as a most important subject of instruction in the Technical Schools on the Continent of Europe; and the bearing of this on the excellence ascribed to the foreign Artizans and Superintendents of Labour cannot be mistaken."

*Provision for Teaching Vocal Music in our Schools.*

1. Vocal Music being now required to be taught in our Schools, we insert the following striking illustration of its value and importance as a softening and humanizing influence as a subject of instruction, from the Report of the Secretary of the Board of Education in Connecticut, for this year. It will be seen how successfully he combats the statement so often put forth that instruction in Vocal Music is of no practical use to a large numbers of children, because of their inability to sing. He says:—

"Music is taught in our best Schools and should be in all. In many instances it has taken its proper place as one of the regular Studies. It is the testimony of multitudes of Teachers, that music helps instead of hindering progress in other Studies. It stimulates the mental faculties and exhilarates and recreates Pupils, when weary with study. Some branches are pursued largely for the mental discipline which they impart. No study that can be taken up so early, is a better discipline in rapid observation and thinking; none so early and easily develops the essential power of mental concentration. In singing by note, a child must fix his thoughts and think quickly and accurately. The habit of fixing the attention thus early formed, will aid in all other Studies. There is abundant testimony that Scholars progress more rapidly in the common branches, where singing is taught. Vocal Music aids in graceful Reading, by promoting better articulation, improving the voice and correcting hard and unpleasant tones. The influence in cultivating the sensibilities, improving the taste and developing the better feelings of our nature, amply compensate for the time required for this study. Its efficacy in School Government, making work a play, giving a systematic recreation,—enjoying it the more, because always in concert, and with the sympathy and stimulus of companionship is admitted by the most successful Teacher. Trouble in the School-room often comes from that restlessness, which proper intervals of singing would best relieve. Singing is a healthful, physical exercise. In Primary Schools, Gymnastic Exercises often accompany the singing. When children are trained to erectness of posture and to the right use of the vocal organs, Speaking, Reading and Singing are most invigorating exercises; expanding the chest, promoting deep breathing, quickening the circulation, and arousing both the physical and mental energies. Diseases of the respiratory organs, are the great scourge of this climate, and occasion more than one-fifth of our mortality. It is said that in New England and New York, more than forty thousand die annually of diseases of the throat and lungs. The remarkable exemption of the German people, alike in Germany and America, from pulmonary disease, is attributed, by eminent

medical authority, largely to the universal habit of singing, in which they are trained from their earliest years, both at home and at School. Thus their lungs are expanded and invigorated. The broad chest is a national characteristic. There is a common but erroneous impression that only a favoured few can learn Music. How is it then that every child in Germany is taught singing as regularly as Reading? But facts may be found nearer home. In late examinations of all the Schools in New Haven, 'only two hundred and forty-eight children, out of over six thousand were found unable to sing the scale, and one hundred and forty of these belonged to the primary grades;' that is, out of this multitude, only one hundred and eight above the primary grades;' could not sing. Superintendent Parish, says: 'A systematic course of training the voices of the little ones in the Primary Rooms, has been commenced. Thus far the experiment has been a complete success. Children from five to eight years of age, readily sing the scale, singly and in concert, and read from the Blackboard notes on the staff by Numerals and Syllables with as little hesitation as they call the Letters and Words of the Reading lesson.' In the Hancock School of Boston, of about one thousand Girls less than a dozen were unfitted from all causes for attaining to a fair degree of success in Singing. General Eaton, the National Commissioner of Education, and Governor English, when visiting the Schools in New Haven, expressed their surprise and gratification at hearing children in the Primary Schools, sing as sight exercises marked on the Blackboard by the Teacher. 'The exercises are placed on the Blackboard in the presence of the Scholars, and they are required to sing them once through without the aid of Teacher, or instrument, and are marked accordingly.' "

*Facilities for Giving a Practical Commercial Education in the Schools.*

One of the felt wants in our System of Public and High Schools, has been facilities for giving Boys instruction in matters relating to Commercial and Business transactions. That want has been supplied; and both in the High and Public School Law provision has been made for giving Pupils instruction in subjects relating to Commercial Education. For years this subject has received attention in the Model School of Ontario, and Boys have been thoroughly prepared in Book-keeping and other kindred branches, so as to fit them at once for practical work in the Counting-house and other departments of Mercantile life. The result has been, that Boys trained there, have been much sought after by Merchants and others. In the Schools generally, beyond a little theoretical Book-keeping, no special attention has been hitherto paid to commercial subjects; but in the new Programme of Study prescribed for the Schools, Pupils are required:—

1. To be practically acquainted with Compound and Conjoined Proportion, and with Commercial Arithmetic, including Practice, Percentage, Insurance, Commission, Brokerage, Purchase and Sale of Stock, Custom House Business, Assessment of Taxes and Interest.
2. To know the definition of the various Accounts Books used. To understand the relation between Debtor and Creditor, and the difference between Single and Double Entry.
3. To know how to make original Entries in the Books used for this purpose, such as Invoice Book, Sales Book, Cash Book and Day Book.
4. To be able to Journalize any ordinary transaction, and to be familiar with the nature of the various Accounts in the Ledger, and with the mode of conducting and closing them.
5. To be familiar with the forms of ordinary Commercial Paper, such as Promissory Notes, Drafts, Receipts for the payment of money, etcetera.
6. In the English Course for the High Schools, Pupils are required to be acquainted with Commercial forms and usages, and with practical Telegraphy.

VI.—PROVIDING ADEQUATE SCHOOL ACCOMMODATION.

1. The new School Act very properly declares that Trustees "shall provide adequate Accommodations for all the children of School age, [*i.e.*, between the ages of five and twenty-one years, resident] in their School Division, " (*i.e*, School Section, City, Town, or Village). It also provides that "no School Section shall be formed which shall contain less than fifty resident children, between the ages of five and sixteen years, unless the area of such Section shall contain more than four square miles." These

"Accommodations," to be adequate, should include, (as prescribed by the special Regulations),—

(1) A Site of an Acre in extent, but not less than half an Acre.*

(2) A School House, (with separate Rooms, where the number of Pupids exceeds fifty, the Walls of which shall not be less than ten feet high in the clear, and which shall not contain less than nine square feet on the floor for each child in attendance, so as to allow an area in each Room, for at least one hundred cubic feet of Air for each child.† It shall also be sufficiently warmed and ventilated, and the Premises properly drained.

(3) A sufficient Fence, or Paling, round the School Premises.

(4) A Play-ground, or other satisfactory provision for physical exercise, within the fences, and off the Road.

(5) A Well, or other means of procuring Water for the School.

(6) Proper and separate Offices for both sexes, at some little distance back from the School House, and suitably enclosed.

(7) Suitable School Furniture and Apparatus, videlicet:—Desks, Seats, Blackboards, Maps, Library, Presses and Books, etcetera, necessary for the efficient conduct of the School.

2. In his Official Visitations to the Schools, the Inspector is required to inquire into the tenure of the Property; the materials, dimensions, and plan of the Building; its condition; when erected; with what funds built; how lighted, Warmed, and Ventilated; if any Class Rooms are provided for the separate instruction of part of the children; if there is a Lobby, or Closet, for Hats, Cloaks, Bonnets, Book-presses, etcetera; how the Desks and Seats are arranged and constructed; what arrangements for the Teacher; what Play-ground is provided; what Gymnastic Apparatus, (if any); whether there be a Well, and proper conveniences for private purposes; and if the Premises are fenced, or open on the Street, or Road; if Shade Trees and any Shrubs, or Flowers are planted.

3. In his inquiries in these matters, the Inspector is especially directed to see whether the Law and Regulations have been complied with in regard to the following matters. (Should he discover remissness in any of them, he is directed to call the attention of the Trustees to it, before withholding the School Fund from the Section, with a view to its remedy before his next half-yearly visit):—

(1) *Size of Section.*—As to the size of the School Section, as prescribed by the Fifteenth Section of the School Law of 1871.

(2) *School Accommodation.*—Whether the Trustees have provided "adequate Accommodation for all the children of School age [*i.e.*, between the ages of five and twenty-one years, resident] in their School division," [*i.e.*, School Section, City, Town, or Village], as required by the Second Section of the School Act of 1871.

(3) *Space for air.*—Whether the required space of nine square feet for each Pupil, and the average space of one hundred cubic feet of air for each child have been allowed in the construction of the School House and its Class Rooms.

(4) *Well; Proper Conveniences.*—Whether a Well, or other means of procuring Water is provided; also, whether there are proper conveniences for private purposes of both sexes on the Premises.

4. The Trustees having made such provision relative to the School House and its appendages, as are required by the Fourth Clause of the Twenty-seventh Section, and the Seventh Clause of the Seventy-ninth Section of the Consolidated School Act, and as provided, in Regulation Nine of the "Duties of Trustees," it is made by the Regulation, the duty of the Master to give strict attention to the proper Ventilation and Temperature,‡ as well as to the cleanliness of the School House; he shall also prescribe

* *Size of School Grounds.*—The School Grounds, wherever practicable, should, in the rural Sections, embrace an Acre in extent, and not less than half an Acre, so as to allow the School House to be set well back from the Road, and furnish Play-grounds within the Fences. A convenient form for School Grounds will be found to be an area of ten rods front by sixteen rods deep, with the School-house set back four, or six, rods from the Road. The Grounds should be strongly fenced, the Yards and Outhouses in the rear of the School-house being invariably separated by a high and tight board Fence; the front Grounds being planted with shade Trees and Shrubs. For a small School, an area of eight rods front by ten rods deep may be sufficient, the School-house being set back four rods from the front.

† Thus, for instance, a Room for fifty children would require space for 5,000 cubic feet of air. This would be equal to a Cube of the following dimensions in feet, videlicet: 25×20×10, which is equivalent to a Room 25 feet long by 20 wide and 10 feet high.

‡ NOTE.—*Temperature.*—In Winter the temperature during the first School hour in the forenoon, or afternoon should not exceed 70°, nor 66° during the rest of the day.

such Rules for the use of the Yard and Out-buildings connected with the School House, as will insure their being kept in a neat and proper condition; and he shall be held responsible for any part of cleanliness about the Premises. He is also required to see that the Yards, Sheds, Privies, and other Out-buildings are kept in order, and that the School House and Premises are locked at all proper times; and that all deposits of sweepings, from Rooms, or Yards, are removed from the Premises.

*Proceedings in other Countries in Regard to School Accommodation.*

1. In England "the (Parliamentary) Grant is withheld altogether, if the School be not in a Building certified by the Inspector, to be healthy, properly Lighted, Drained and Ventilated, supplied with Offices, and containing in the principal School Room at least eighty cubical feet of internal area per each child in average attendance."

2. In the New York State Report for 1868, we learn that:—"In regard to the changes made in the School Houses of Onondago County, four districts, after being notified that their School Houses would be condemned as unfit for School purposes, unless soon repaired or new ones built, have gone to work with a good will, and now have, in each of these districts, Houses which are ornaments and an honour to the men whose influence and steady toiling caused the old unfit habitations to give place to the new."

3. In Section 29 of the New School Act for Nova Scotia, (many details of which are copied from our School Acts), passed in May, 1871, the following are the provisions, in regard to School Accommodation. They are even more comprehensive and minute than ours:—

The School Accommodation to be provided by the District [School Section] shall as far as possible, be in accordance with the following arrangements:—

For a District having fifty Pupils, or under, a House with comfortable Sittings, with one Teacher.

For a District, having from fifty to eighty Pupils, a House with comfortable Sittings and a good Class Room, with one Teacher and an Assistant.*

For a District having from eigthy to one hundred Pupils, a House with comfortable Sittings and two good Class Rooms, with one Teacher and two Assistants, or a House having two Apartments, one for an Elementary and one for an Advanced department, with two Teachers. Or, if one commodious Building cannot be secured, two Houses may be provided in different parts of the District, with a Teacher in each, one being devoted to the younger children, and the other to the more advanced.

For a District having from one hundred to one hundred and fifty Pupils, a House with two adequate Departments, one for an Elementary and one for an Advanced department, and a good Class Room accessible to both; with two Teachers, and, if necessary, an Assistant; or, if the District be long and narrow, three Houses may be provided, two for Elementary departments, and one for an Advanced department, the former being located towards the extremes of the District, and the latter at, or near, the centre.

For a District having from one hundred and fifty to two hundred Pupils, a House with three Apartments, one for an Elementary, one for an Advanced, and one for a High School, and at least one good Class Room common to the two latter, with three Teachers, and, if necessary, an Assistant; or if necessary, Schools may be provided for the different departments in different parts of the District.

And generally, for any District having two hundred Pupils and upwards, a House, or Houses with sufficient accommodation for different grades of elementary and advanced Schools, so that in Districts having six hundred Pupils and upwards, the ratio of Pupils in the Elementary, Advanced and High School departments, shall be respectively about eight, three, and one.

4. In Nova Scotia, the Board of School Examiners appointed for each District by the Governor-in-Council, is authorized by Law,—

To declare upon the Inspectors's Report, or upon other reliable information, the School House, or Houses, or Buildings used as such, unfit for School purposes, and shall forward such declaration to the Trustees of the Section, and the Board shall thereafter

* NOTE.—The School law in Nova Scotia is identical with our Regulations on this subject—that for every fifty Pupils there shall be an Assistant teacher. Referring to this provision, the Reverend Doctor Fraser, (Bishop of Manchester,) in his Report says:—"It is generally agreed in America that 50 Scholars is the maximum number that can safely be committed to one Teacher, although, in carefully graded schools, Teachers are frequently found in charge of more."

withhold all Provincial aid from any such Section, if measures are not adopted whereby a suitable House, or Houses, may be provided, according to the ability of the Section.

From the Regulations of the Council of Public Instruction on this subject, we make the following extracts:—

As to the size and commodiousness of the Building, provision should be made for one-quarter of the population of the Section; and whatever that number may be, the School House should be of such capacity as to furnish to each Scholar at least 150 cubic feet of pure atmospheric Air, or seven square feet of superficial area, with ceiling running from thirteen to sixteen feet in height.

The American mode of arranging the Seats in School Houses is now almost unanimously admitted to be the best. By this mode the Teacher is enabled to have his Eye upon every Pupil, and every Pupil to have his Eye upon the Teacher. According to this method, and allowing for the length either 6, or 8, feet for Entrance Hall, 4 to 5 feet for Teacher's Platform, 4 to 5 feet between the Platform and Desks, and 2 feet 6 or 9 inches, (according to the size of Pupils), for each Desk and Seat together, and allowing 2 feet for the aisles, from 3 feet 6 inches to 4 feet, in Graded Schools, for each Desk, and at least two feet for divisions between rows of Desks, the following divisions will furnish accommodation for the number of Scholars prefixed:—

Plans Number 1. { 24 scholars, 26 × 21 clear, 6 feet hall, 3 rows of desks.
30 scholars, 29 × 21 clear, 6 feet hall, 3 rows of desks.
36 scholars, 32 × 21 clear, 6 feet hall, 3 rows of desks.

Number 2, 46 scholars, 35 × 26 clear, 8 feet hall, with single desks at sides, and three rows of graded desks in centre.

Number 3, 56 Scholars, 40 × 27 clear, with Class-room.

Adding 2 feet 9 inches to the length for every additional row of Desks. Where the number of Scholars amount to upwards of fifty, there should be a Class Room attached.

Plans of School Houses have been issued by the Council of Public Instruction, and the requirements of the Act are so explicit as to be a sufficient guide to Boards of Trustees.

5. In Prince Edward Island the School Law declares that,—

Every School House hereafter to be erected and used as such, within any District now, or hereafter, established under this Act, and not already contracted to be built, shall not be less in clear area than four hundred square feet, nor in the height of post than ten feet clear between the Floor and Ceiling, or be built nearer to the Highway than ten yards.

6. In Victoria, (Australia), no School receives aid from the Central Board unless the following, (among other conditions), be complied with, videlicet:—

That in the case of new Buildings the School Room shall contain not less than eight square feet for each child in average attendance, and that the Walls be not less than ten feet in height to the Eaves; that in all cases the School Room shall be sufficiently Warmed, Ventilated and Drained; that there be proper and separate Offices for both sexes; that there be a Play-ground attached, or other satisfactory provision made for physical exercise; and that the School be properly provided with the amount of School Furniture and Apparatus, videlicet:—Desks, Forms, Blackboards, Maps, Books, etcetera, necessary for the efficient conduct of such School.

7. In South Australia,—

Grants-in-aid are allowed towards the cost of building School Houses, to an amount not exceeding Two hundred pounds for each School. The conditions to be observed, in order to obtain this assistance are, that a declaration must be made by the Trustees that the Building, for which the Grant is conceded shall be used for Public School purposes, and no other, without our written assent; that the area shall not be less than 600 square feet; that the Building shall be substantially constructed, and composed of good material; and that it shall be properly furnished with the usual appliances for teaching.

Approved Plans and Specifications for the building of District School Houses are supplied by us for the guidance of the promoters; but a departure from the Plans is allowed, if sufficient reason be shown for it.

8. In Sweden a piece of land, from one to twelve Acres, is attached to each School for the benefit of the Teacher and the Pupils. In 1867, the number of Schools possessing such a piece of land for working was 2,016. In Norway the School Districts must, in addition to Salary, furnish the Teacher with a Dwelling House, with land enough to pasture at least two Cows, and lay out a small Garden.

## VII.—Superseding School Section Divisions, and Establishing Township Boards of Education.

Ever since 1850, there has been a provision in our School Acts for the establishment of Township Boards, as contained in the Thirty-second Section of the Consolidated School Act; but, by the unfortunate wording of that Section, no such Board could be established without a majority of votes in every single School Section of the Township. It has occurred that out of twenty School Sections in a Township, the majority of the Rate-payers in nineteen of them voted for the establishment of a Township Board, but the majority in one Section voted against it, and thus defeated the wishes of the nineteen-twentieths of the Rate-payers. Under these circumstances, the Thirty-second Section of the School Act has remained a dead letter for twenty years, and no fair means have existed as yet to give it a trial, although a large majority of the County School Conventions, on two occasions, have voted to do so. It is, therefore, proposed in the new Act to leave it to the Municipal Council of each Township, when the circumstances and opinions of competent Persons in any Township may render it desirable to form such Township into one School Municipality, under one Board of Trustees, as is the case in Cities, Towns and Villages, doing away with the inconvenience of separate School Section divisions and Rates, and leaving Parents to send their children to the nearest School.

### *Township Boards Established in various American States.*

1. After long trying the School Section System, Massachusetts, Pennsylvania, Ohio, Iowa, Wisconsin and other States, have adopted the Township Board System, and pronounce it immensely superior to the School Section System. In the State of New York, a compromise system is authorized by the School Law; that is, one or more Districts, (School Sections), can "either severally, or jointly, resolve themselves into Union Free School Districts, with Boards of Education, having authority to grade and classify the Schools under their charge." From the Report of the Superintendent of Public Instruction for 1870 we learn that there are now 250 such united Districts in the State; of them he says:—"Having had frequent occasion to examine the provisions of this Law, (*i.e.* the 'Union Free School Act'), and being somewhat familiar with its workings, I am of the opinion that it is the best School System yet devised for all localities where the number of Scholars, as in Villages, is sufficient to admit of a thorough classification." The Reverend Doctor Fraser, in his Report to the English Commissioners, says:—"In the State of New York, Union Schools, [or united Sections], appear to be the most popular and flourishing of all the rural Schools." In this Province, the Township Council, if the experiment should not prove satisfactory, can at any time, repeal its own By-law establishing such Township School Board.

2. The Secretary of the State Board of Education in Connecticut, thus graphically illustrates the comparative effects of the adoption of the Township, over the School Section System, in that State. In order to understand the facts as stated, I have found it necessary to change the words "Town" to Township, and "District" to School Section, where they occur.

"The tendency to manage Schools Township-wise, is growing. More Townships united their Schools Sections last year than in any former one. Once united they stay so. At least there is no instance where a Township has taken this step, and after grading any of its Schools, gone back to the School Section plan. Let public sentiment advance as it has done for five years, and the School Section System will soon be abandoned. Nearly all the friction in the Free Schools plan comes from the difficultiy in geting the new engine into gear with the rusty cog-wheels of the old and worn out machine. They make poor partners as would the Locomotive and the "one-horse Shay." The people are fast learning the economy and efficiency of the Township System. They see that it favours the wise expenditure of the public money, gains better and more permanent Teachers, longer Schools, and helps the poorer and outlying School Sections. The Township System, too, lessens the frequency of Tax Assessments and Collections. Many a School House is going to decay because the funds requisite for such purpose would

necessitate a Section Tax. The expense of the Assessment and Collection of such a Tax makes too large a share of the Tax itself. In most of the Sections the amounts thus provided were very small. So small that it would have been wiser and more economical for the Township to pay the bills. . . . Facts on this subject are better than theories. I have, therefore, requested one of the School Visitors of Branford, to describe the effects of the change in that Township. His published Letter shows what they did, how they did it, what they gained by it, and why they voted almost unanimously not to go back. It will be seen that prior to the union there was much ill-feeling in regard to School matters, that the discipline was deplorable, average attendance low, and the Teachers changed generally every Term; under the new system the people are better satisfied, —School Committee and Teachers more permanent, School graded, Terms lengthened, the motion made at the last Annual Meeting to reduce the School year from forty to thirty weeks, not receiving a single vote. The average attendance has improved twenty-five per cent. Scholarship wonderfully improved—one hundred per cent better than it was four years ago."

3. The late Horace Mann, so noted for his enlightened views on Education, deprecating the District, or School Section, System, says:—

"I consider the law authorizing Townships to divide themselves into [School Sections] the most unfortunate on the subject of Common Schools ever enacted in the State [of Massachusetts]. In this opinion, ex-Governor Boutwell, the eminent Educationist of the same State, concurs and hopes, that the day will speedily be seen when every Township in its Municipal capacity will manage its Schools and equalize the expenses of education."

### VIII.—Authorizing the Establishment of Industrial Schools.

Although the School Law of 1850 authorized Boards of Trustees in Cities, Towns and Villages, to establish "any kind or description of Schools" they might see fit, yet it was regarded as doubtful whether it was sufficiently comprehensive to admit of the establishment of Industrial Schools. To remove this doubt, and to give effect to the wishes of many interested in the condition of the "Street Arabs" of our Cities, Towns and Villages, the Section of the Act authorizing the establishment of these Schools was passed, as follows:—

"42. The Public School Board of each City, Town and Village may establish one, or more, Industrial Schools for otherwise neglected children, and to make all needful Regulations and employ the means requisite to secure the attendance of such children, and for the support, management and discipline of such School, or Schools."

The third Section of the Act also provides, "that refractory Pupils may be, where practicable, removed to an Industrial School."

### IX.—Separate Course of Study for the High Schools.

1. One important object of the new School Law was to discriminate, by a clearly defined line, in the Course of Study, between Public and High Schools, and to prescribe a separate Programme of Studies for High Schools. In practice, it had been found that, in the anxiety of Trustees and Masters of a majority of our Grammar Schools to crowd children into the Grammar Schools, in the fallacious hope thereby to increase the Grant to their Schools, they had virtually merged the Grammar into the Common School, with the nominal addition, in most cases, of only a little Latin and Greek. The object of the High School Sections of the new Act is to put an end to this anomalous state of things, and to prescribe for each class of Schools its own legitimate work. By means of the now increased inspection of the High Schools, and the improved inspection of the Public Schools, we hope to see the work prescribed by the respective Programmes of Study faithfully performed by each.

2. In point of fact, the Grammar Schools have never occupied the position which they ought to have done in the Country. They were originally designed to be Classical Schools, but they were made the Schools of certain classes, rather than Classical Schools, wholly doing, or professing to do, Common School work for certain classes,—thus being made, and viewed, as a kind of Aristocratic Schools, poaching upon the ground of Common School work, and being regarded as distinct from, and even antagonistic to,

the Common Schools, rather than supplementary to them and identical with them in the public interests. It has, therefore, been found extremely difficult to get any considerable support for them from local sources. To get support enough to exist, more than two-thirds of the Grammar School Boards have had to seek amalgamation with the Common School Boards of their localities; but this amalgamation is attended with many inconveniences and does not by any means accomplish the objects proposed. Nevertheless, it has not been deemed expedient to interfere with this amalgamation in any way, but to leave the Boards of Trustees as formerly to unite, or, when united, to dissolve the union at their pleasure. The necessity for the union does not now exist, as before, since the Legislature has, in effect, declared that High Schools shall be provided for by local Rate equally with Public Schools. It should be remembered, however, that the experience of the great Cities in the neighbouring States shows, that consolidating all the Public Schools in Cities and Towns under one Board of Management, and that Board, elected chiefly by the Ratepayers, has contributed even more to the efficient support and elevation of the Classical School than to that of the Public Schools.

3. In the Programme of Study for High Schools, prescribed under the new School Act, it is especially provided that they shall be High English Schools as well as Elementary Classical Schools, and for Girls as well as for Boys. When it is provided in the Act that in each High School, "provision shall be made for teaching to both male and female Pupils the higher branches of an English and Commercial Education, including the Natural Sciences, with special reference to Agriculture," it was clearly intended that the lower, or elementary, branches of an English Education should not be taught in the High Schools, but in the Public Schools. It was also intended that all Pupils to be eligible for admission to the High Schools for the study of Classics, as well as for higher English, must first be grounded in the elements of a sound education in their own native language, as strongly urged by the latest Royal and Parliamentary Commission on Education in England, but strangely overlooked hitherto, as little Boys, six and seven years of age, have been put to the study of ancient and foreign languages, and left to grow up to manhood without ever having been formally taught their native tongue, or the essential elements of a practical English Education. This anomaly is provided against by the new Act in the future education of Canadian youth, at least so far as the Public High Schools are concerned, and the Council of Public Instruction has prescribed, that "the subjects of Examination for admission to the High Schools shall be the same as those prescribed for the first four classes of the Public Schools." It will be seen from the Explanatory Remarks preceding the Programme, that some subjects of the Fourth Class of the Public School Programme are omitted, in regard to Pupil Candidates for the Classical Course of the High School. The Examination for admission to the High School must be on paper, and the Examination Papers with the Answers are to be preserved for the Examination of the High School Inspector, that he may not depend wholly on the individual Examination of Pupils, as to whether the Regulations have been duly observed in the Examination and admission of Pupils.

4. It is to be observed also, that although Pupils are eligible for promotion from the Public to the High School, after passing a satisfactory Examination in the subjects of the first four Classes of the former, omitting Natural History, Chemistry and Botany, for it is quite at the option of the Parents, or Guardians, of Pupils, whether they shall enter the High School or not, before they complete the whole Programme of Studies in the Public Schools, when they can enter an advanced Class in the High School.

5. The fundamental principle of our System of Public Instruction is, that every youth, before proceeding to the subjects of higher English, or of a Classical, Education, shall first be grounded in the elementary subjects of a Public School Education. No Candidates are, therefore, eligible for admission to the High Schools, except those who have manifested proficiency in the subjects of the first four Classes of the Public School Programme, by passing a satisfactory Examination.

6. The objects and duties of the High Schools are two-fold:—

First, commencing with Pupils who, (whether educated in either a Public, or Private, School) are qualified as above, the High Schools are intended to complete a good English Education, by educating Pupils not only for Commercial, Manufacturing and Agricultural pursuits, but for fulfilling with efficiency, honour and usefulness, the duties of Municipal Councillors, Legislators, and various public Offices in the service of the Country.

The second object and duty of the High Schools, (commencing also with Pupils qualified as above), is to teach the languages of Greece and Rome, of Germany and France, the Mathematics, etcetera, so far as to prepare youth for certain professions, and especially for the Universities, where will be completed the education of men for the Learned Professions, and for the Professorships, in the Colleges, and Masterships in the Collegiate Institute and High Schools.

## X.—Collegiate Institutes, or Local Colleges.

The new School Law provides for the establishment and maintenance of three classes of superior English, or Classical, Schools, videlicet:—

I. High Schools for teaching Classical and English subjects,—in which Boys and Girls may be instructed together, or separately.

II. High Schools, in which Boys and Girls may be instructed in English subjects alone.

III. Collegiate Institutes, for giving instruction to Boys only in Classical and English subjects, in which there shall be an average daily attendance of at least sixty Boys in Greek, or Latin.

Trustees of High Schools, therefore, who desire to have the title of Collegiate Institute conferred upon their School by the Lieutenant-Governor, are requested to furnish the Education Department with the following information:—

1. The names and designations of each Master employed in the School, and the number of his teaching hours per day.

2. The number and designation of each Assistant Teacher, (if any), and the number of his teaching hours per day.

3. The aggregate attendance of Boys during the previous year, and during the two preceding Terms of the School.

4. The daily average attendance of the same during the periods named.

5. The Income from all local sources during the preceding year.

6. The description of the proposed Collegiate Institute Building as regards:—

(*a*) Its situation, and the extent of its Site,—description and size of the Building, and its state of repair.

(*b*) The number of Rooms devoted to teaching purposes in it, and their sizes.

(*c*) Description of Apparatus for illustrating Natural Philosophy and Chemistry; number and description of Maps; number of Volumes in Library, (if any).

(*d*) Size of Play-ground, and extent of outside Conveniences, etcetera.

The High Schools having of necessity been thrown open to Girls, and provision having been made in them for giving a purely English Education apart from Classics, it was thought desirable to prevent the possible extinction in our Educational System of a purely Classical School which would serve as a proper link between the Public School and the University. With this view, a provision was introduced into the High School portion of the Act, authorizing the establishment of Collegiate Institutes, and fixing the minimum standard to be reached by any High School,—the Trustees of which desired to be recognized as a Collegiate Institute. This standard is the daily average attendance of at least sixty Boys in Greek and Latin, and the employment, *bona fide*, of at least four Masters who shall devote the whole of their time to the work of instruction in the Institute. The standard fixed is not an ideal one, but has already been sur-

passed by more than one of our existing High Schools.* It is hoped that the establishment throughout the Country of these local Colleges of the comparatively high standard which such Institutions must reach and maintain, in order to be recognized as such, will be a great and substantial boon to the Country, and will promote, in the highest degree, the best interests of superior education throughout the Province.

*The Study of Latin in Collegiate Institutes.*

Among the many reasons which justify the provision in the new School Act, requiring an absolute daily average attendance in Collegiate Institutes of at least sixty Boys in Greek and Latin, are the following, which we have quoted, with the recommendations of the English Royal Commissions on the subject. In their Report of 1868 they say:—

All the Masters examined by us appear to be agreed that nothing teaches English Grammar so easily or so well as Latin Grammar, and next to that they would place the teaching of some other foreign Grammar, such as French. The preference is given to Latin for many reasons. There is something, no doubt, in the beauty of the language itself. But the chief stress is laid on the fulness and precision of its accidence, in which no modern language can rival it. Further, it has entered so largely into English, that the meaning of a very large proportion of our words is first discovered to us on learning Latin. And to a no less degree has it entered into English Literature, so that many of our classical writers are only half intelligible unless some knowledge of Latin precede the reading. Latin again is a common gateway to French, Italian and Spanish. Some Teachers even maintain that French can be taught more easily in company with Latin, than by giving all the time to French alone. . . . .

In order to give force and weight to their opinions, the Commissioners state that:—

The witnesses whom we examined on this question may be divided into three:—classes:—1. Schoolmasters who spoke from their own experience. 2. Professional men, who described the general education which they thought necessary as a preparation for their own professions. 3. Managers and promoters of Schools and others who for different reasons had taken an interest in Education, and had bestowed some thought on the subject.

The following is an analysis of the opinions of these three classes of witnesses:—

1st class.—The School Masters were almost unanimous in regarding Latin as their chief educational instrument.

2nd class.—The Representatives of the different professions, although by no means so earnest in their opinions as the Schoolmasters, still, on the whole, came to the same result. Lawyers, Medical men, Farmers, Engineers, agreed in wishing that a certain amount of Latin should form a part of the preliminary education for their several occupations.

3rd class.—There was not the same unanimity among those whose acquaintance with the subject was not quite so directly practical, but the opinions expressed by some of these gentlemen require special notice. . . . .

*Opinions in favour of English versus Latin.*

The Commissioners say:—

Great weight is undoubtedly due to these latter opinions, and to the arguments used in support of them. The beauty of English Literature; its power to cultivate and refine the learners; the fact that French and German children were carefully instructed in their respective languages;the example of the Classic Nations themselves, who certainly studied their own great Writers;; these, and other similar arguments, were urged upon us with great force.

Professor Seeley went still further than the other three. He was speaking chiefly of Education of the second grade, [such as are High Schools], and in that Education he wished to substitute English for Latin, and exclude Latin altogether. But he means by English not Grammar, but rather Rhetoric. "English," he says, "ought not to be taught to Boys as a language, but as their language; not curiously and scientifically, but artistically, practically, rhetorically. The object is to train Boys in their gift of speech, to teach them to use it more freely, more skilfully, more precisely, and to admire and to enjoy it more when it is nobly used by great Authors. The merely grammatical part should, therefore, be passed over lightly, the antiquarian part might

* The Galt School, with its Six Masters and Seventy Pupils, was taken as the standard for Collegiate Institutes.

be omitted altogether, the principal stress should be laid on composition." "Precision, accuracy, and solidity," he would avowedly make secondary, and aim rather at "brilliancy and elegance." It may be admitted that Professor Seeley has rightly defined the true purpose of teaching English Literature; but, as Mr. Derwent Coleridge points out with much force, "to teach English as a study is a far more rare and difficult accomplishment than to teach Latin; and that for one man who can take a play of Shakespeare, or 'Paradise Lost,' as a Class Book, there are ten who can carry Boys very respectable through Cæsar and Virgil, whether regard be had to the language, or to the subject matter,". "A practical view," he continues, "must be taken of the question. The English Classics must be read, and will help of themselves to educate the reader; but a scholarly acquaintance with the English Language, of the humblest kind, can be most quickly, as well as most thoroughly, gained through the medium of Latin." . . . . ...

In particular, Mr. Goldwin Smith urged the necessity of maintaining such a connection, as, in his judgment, a powerful argument in favour of basing education generally upon Latin. . . . .

The best mode of dealing with Latin is probably not far from that suggested by Mr. Fearon. If Boys were not allowed to begin Latin until the elements of an English Education were thoroughly secured, if it were then kept within such limits as not to encroach on other subjects, but give them aid, it would probably have its full educational value at the time, and prepare the way for a higher grade of Education afterwards, if a higher grade were intended. . . .

*Conclusions and Recommendations of the English Commissioners.*

The conclusions to which we were brought by a review of the opinions put before us in regard to the subjects of instruction are strongly confirmed by the experience of those Countries that have been most successful in the management of Education. Everywhere we find the Classics still regarded as the best instrument now to be obtained for the highest education, and when the Classics are neglected, the education seems to be lowered in character. But we see also two important modifications must be made in this general statement.

One is, that the time given to Classics must be so far curtailed, if necessary, as to admit of other important studies by their side. France curtails the study of Greek for this purpose; Prussia the practice of Composition: but neither gives up the Classics in her highest education, nor Latin even in what ranks much below the highest. The Scotch Parents, who can choose at their own discretion, still make Latin the staple of instruction, while they are not content with Latin only. Even Zurich, with a decided leaning to Industrial Education, has a large proportion of Scholars in Classical Schools. But all these Countries appear to stand above us in the teaching of every subject except the Classics, and England is quite alone in requiring no systematic study of the Mother Tongue.

The other modification of the general rule in favour of Classics is that room must be made for Schools of an altogether different type. There are minds fitted to be developed by other Studies than that of the most perfect known languages. There are occupations for which Classical Studies do not give the proper preparation. Schools like the Realschulen of Prussia, or the Schools of Industry of Switzerland, have become a positive need of modern times.

XI.—Support Equally of the High and Public Schools by Municipal Councils.

The School Law of 1871 at length embodied a principle for which I had contended for years. In submitting the first Draft of a School Bill in 1854, for the improvement of our Grammar Schools, I sought to get inserted in it a recognition of the principle,—which has at length been conceded,—that it was the duty of the County, or other, Municipal Councils, to provide by a Rate upon property for the support of the Grammar School, equally with the Common School. Experience has shown how utterly impossible it was to maintain a good Grammar School without Municipal Aid, in addition to the Legislative Grant. The history of our Grammar Schools since 1854 has, (with some honourable exceptions), been a chronicle of failures, owing chiefly to want of means to employ a sufficient number of Teachers, and to prevent the wholesale thrusting into them of a number of ill-qualified children, in the vain hope of thereby increasing the Government Grant. The obvious fact was overlooked that, if one School resorted to this improper means of swelling its average attendance, another would do the same.

Thus, in the race for numbers, the quality deteriorated, and the ratio of Apportionment to each School was largely reduced. This was the case, especially as regards the better class of Schools, which did not resort to this questionable means of obtaining, as was hoped, an increased Grant, but which were made to suffer severely by this unjust competition. Happily the motive for a continuance of this unfortunate state of things has been entirely removed, and the Councils are now authorized and required by Law to provide all necessary means for carrying on our High Schools in a state of efficiency. I have no doubt that the High School Sections of the Act will inaugurate a new and auspicious era in the higher English and Commercial, as well as elementary Classical Education of the Country, in regard to both sexes of our youthful population.

## XII.—The New Principle of "Payment by Results."

Our School Law of 1871 has introduced a new principle into the mode of payments to High Schools. Formerly the System adopted was, (as in the case of Public Schools), to distribute the High School Fund on the basis of average attendance of the Pupils at the School. This was found to work injuriously to the best class of Schools. For instance, a very inferior School, with an average attendance, say, of fifty, would be entitled to receive precisely the same Apportionment as another School with the same attendance, but which might be greatly superior,—if not the very best School in the Province. To remedy this defect and remove this injustice, a new principle of payment was introduced into the Act, videlicet:—the "payment" (as it is technically termed in England), "by results," or, as in the words of the Act itself, according to "proficiency in the various branches of Study." This principle has been for years strictly applied to Elementary Schools in England, and it is now extended to other classes of Schools. The thoroughness of the system of Inspection adopted there has enabled the School Authorities to do so. We shall not be able at present to go further than the High Schools with the application of this principle; but I trust that, by and by, if it be found to work well in the High Schools, we shall be able to apply it to the Public Schools as well.

In Victoria, (Australia), "payment by results," to the Schools, is the system adopted. In the last Report of the Board of Education for that Country, published this year, the Board says:—

The system of "payment by results," now in use, appears to be working well, and to give general satisfaction. The fact, that at each Examination, each School's force is recorded as having gained a certain percentage of a possible maximum, affords a means of comparison between different Schools which, if not conclusive as to their relative merits, is sufficiently so to cause considerable emulation amongst Teachers. Indeed, the wish to obtain a high percentage, materially increases the stimulus afforded by the "result payments."

The three-fold principle upon which High Schools are hereafter to be aided, is declared by the new Law to be as follows:—

Each High School conducted according to law [and the Regulations], shall be entitled to an Apportionment . . . according,—

First,—To the average attendance of Pupils.

Second,—Their proficiency in the various branches of Study.

Third,—The length of time each such High School is kept open, as compared with other High Schools.

With the aid of the additional Inspector of High Schools, the Education Department will be enabled to obtain the information required, which will enable it to give effect to the new and equitable system of Apportionment.

## XIII.—More Thorough and Systematic Inspection of the Schools.

It has been well said by the Reverend Doctor Fraser, the present Bishop of Manchester, that inspection is the salt of elementary Education. He goes on to insist upon its application to the higher Schools of England, and says:—

The publicity with which "all material facts" relating to each School "are annually made known to the State," through the machinery of the Board of Education, is con-

sidered in Massachusetts to be the secret of the immense progress that has taken place in Education in that Commonwealth in the last thirty years.

*Examples and Warnings of other Countries.*

1. In all educating Countries, the thorough inspection of Schools is regarded as essential to their efficiency and improvement; and this cannot be done except by men who are competent to teach the Schools themselves. The want of practical and thorough inspection has undoubtedly been a serious impediment to any improvement in the Schools in many parts of the Province; nor can any improvement be expected in the Schools generally without an improved system of inspection. It is an anomaly in our School System, on which I have remarked more than once, that while a legal standard of qualification is prescribed for Teachers of Schools, no standard of qualification whatever had been prescribed for the Superintendents of Teachers and Schools. In the efforts which have hitherto been directed to organize the machinery of the School System, and to provide the Apparatus necessary to render it effective, the people of the Country have most nobly co-operated and done their part in bringing the whole System into efficient operation. But as long as the inspection of the Schools was in the hands of men who were not paid, or expected to devote their studies and time to the duties of their office, and who, for the most part, were not practical Teachers, and who formed their standard of good Schools and good teaching from what existed twenty, or thirty, years ago, and not from what the best Schools have been made, and the improved methods of School Organization, Teaching and Discipline which have been introduced during the present age, we could not expect any considerable improvement in the internal state and character of the Schools, except from the improved character of the Teachers, and, in instances where regularly trained Teachers, or Teachers who have kept up with the progress of the times, have been employed; and even they have been able to do little in comparison with what they might have done, had their hands been strengthened and their hearts encouraged by the example, counsel and influence of thoroughly competent Inspectors.

2. As to the felt necessity of a better System of School Inspection in Ontario, we have the testimony of the Reverend Doctor Fraser, the present Bishop of Manchester, who, in 1865, visited the Province, and made his Report to the English Commissioners upon our Schools. He remarks:—

Thorough inspection of Schools, such as we are accustomed to in England, is a great desideratum both in the States and Canada. Something like our English mode of inspection of Schools, by a body of perfectly independent and competent gentlemen, would be a great and valuable addition to the School System both of the United States and Canada. . . . In fact, the great desideratum of the Common School System, both in Massachusetts and generally in the States, is adequate, thorough, impartial, and independent inspection of Schools. In New York and Pennsylvania, a system of supervision by Counties, or wide districts, has been introduced, and is at work with tolerable success; but even here, the Superintendents, (or Commisioners, as they are called in New York), appear, from their Reports, to be more, or less, hampered by local prejudices and jealousies, and their Salary is in part provided by the District which is the sphere of their labours. They are elected, too in Pennsylvania, by the "School Directors of the several Townships; in New York, by the Electors of the Assembly Districts, by ballot. A similar organization is strongly recommended by the Ohio State Commission. . . . .The Agent of the Massachusetts Board of Education, in a Lecture, says:—"My observations, on visiting thousands of Schools throughout Massachusetts, and many in twelve other States, have clearly proved to my mind the wisdom of maintaining a Superintendent in all our Cities and large Townships, who shall devote his whole time to the care and improvement of the Schools." In discussing the defects in the Administration of Schools in the United States, the Reverend Doctor Fraser says:—"The supreme control of the Schools is too absolutely in the hands of local Administrators, with no absolute guarantee of competency. The inspection, even, of County Superintendents and Commissioners is often found to be nugatory and ineffective. Legal requirements are constantly ignored, or evaded, and a properly authenticated and independent Officer, like Her Majesty's Inspector of Schools among ourselves, armed with visitorial powers, and with means provided for giving effect to his recommendations,

appears to be the element wanting in the machinery of the System, to give it that balance with the complication of its parts requires."

3. The English Commissioners, in their Report of 1861, declare that,—

The superiority of inspected Schools may be stated as beyond dispute; and although this is partly attributable to inspected Schools possessing an apparatus of trained Teachers and Pupil Teachers, which in other Schools is unknown, yet much is due to the activity and carefulness which are the results of a system of constant supervision. This is clearly expressed by Mr. Hare, who examined a number of witnesses, and who assures us that "on the beneficial effects of inspection, especially as carried on by Her Majesty's Inspectors, the agreement is more general than on any other subject. Nearly all consider it as a wholesome stimulus to all concerned,—Managers, Parents, Pupil-teachers, and Scholars."

The great advantages of inspection appear still more clearly, if we examine the opinions which have been sent to us from different parts of the Country. Thus the Honourable and Reverend T. Best, after criticizing as "faulty" several details of the Government system of aid, speaks thus:—"Having dwelt thus long on the deficiencies of the System, let me make amends in a single sentence. The Schools under Government inspection are, as a rule, the only good Schools in the Country, and we cannot too highly appreciate the assistance that System renders and has rendered."

We have strong testimony to the marked superiority of inspected, over uninspected, Schools, and to the stimulus which inspection supplies, subject to the remark that the Inspectors often lead the Teachers to dwell on matters of memory, rather than of reasoning, and rather on details than on general principles, or on general results, and also subject to a further remark, as to the inconvenience of differences in the standards adopted by different Inspectors. As a remedy for these defects, we recommend the appointment by the Committee of Council of one, or more, Inspectors General, whose duty it shall be to superintend the Inspectors, to notice their deficiencies, and to correspond on the subject directly with the Committee of Council. We have found that while inspection quickens the intellectual activity, and raises the condition of the whole School, the Inspectors are tempted to attend to the state of the Upper, more than of the Junior, Classes in Schools, and to estimate the whole School accordingly.

4. The English Commissioners, in their Report of 1868, say:—

Even the best Masters will not do so well without this aid as with it. On the Continent of Europe all Schools that in any degree claim a public character, and sometimes even private Schools, are required to submit to such a review of their work. In this Country, inspection has been the most powerful instrument in the improvement of Elementary Education. . . . . Inspection is necessary to prevent waste, to secure efficiency, to prepare the way for improvement. The Regulations for Examination should be governed by two principles. One is that the Examination should not be competitive, but a fair test of average work. It should, as far as possible, follow the Prussian rule, and be such as a Scholar of fair ability and proper diligence may, toward the end of his School course, come to with a quiet mind and without a painful effort.

5. Our American neighbours have thoroughly tried the systems of both Township and County Superintendents. The State Commissioner of Schools in Ohio says:—

Our system of Township supervision of Schools has proved a lamentable failure. Similar Systems in other States have uniformly failed. Any system of supervision for the Country Schools must necessarily fail, that does not make provision for the employment of competent Superintendents, whose entire energies are given to the work.

The value of local supervision, through the agency of competent County Superintendents, has been tested in other States. Pennsylvania adopted the system in 1854, New York in 1856, Illinois, Wisconsin, Maryland, West Virginia, California, and several other States subsequently; and the testimony from each of them is, that it has proved a most valuable feature of their School Systems. The Superintendent of Public Instruction in Pennsylvania says:—

County Superintendents were first elected in this State in 1854, and it is not claiming too much for the office to say that it has vitalized the whole system. To it, more than to any other agency, or to all other agencies combined, we owe our educational progress of late years.

I may observe that more than four-fifths of the County School Conventions held in the several Counties of this Province two years since, desired duly qualified County Superintendents in place of Township Superintendents.

6. The travelling Agent of the Board of Education for the State of Massachusetts uses the following forcible language in regard to this matter:—

It has been said, and with great truthfulness, that "the most important branch of administration, as connected with Education, relates to School Inspection." It is asserted by some careful observers, that the Dutch Schoolmasters are decidedly superior to the Prussian, notwithstanding the numerous Normal Schools of Prussia, and the two, or three, only in Holland; and this superiority is attributed entirely to a better system of inspection. This is the basis on which the whole fabric of their popular instruction rests. The absence of such a thorough supervision of Schools as is maintained in Holland with such admirable results, is the weakest part of our System.

What is needed for all our Schools, and what is essential to their highest efficiency, is a constant, thorough, intelligent, impartial and independent supervision. Comparatively few persons possess the varied qualifications so indispensable to success in this delicate and important work. So important was it regarded by the distinguished Author of the Dutch system of inspection, that, after a long life devoted to educational labour, he said "Take care how you choose your Inspectors; they are men whom you ought to look for lantern in hand."

"A School," says Edward Everett, "is not a clock, which you can wind up, and then leave it to go of itself. Nor can other interests be thus neglected. Our railroads and Factories require some directing, controlling and constantly supervising mind for their highest efficiency, and do not our Schools need the same? To meet this great want, eleven of the fifteen Cities of our State, and numerous large Towns, have availed themselves of the provision of the Statute, and elected School Superintendents who devote their whole time and energies to this work of supervision. I have visited all, or nearly all, of these Towns and Cities, and several of them frequently, and can bear my decided testimony to the great benefit that has resulted to their Schools in consequence."

### *The Spirit in which Inspection should be Performed.*

The Regulations in regard to Inspection, which have been adopted by the Council of Public Instruction, are sufficiently explicit as to the general details of inspection, and the mode in which it should be conducted. I will, therefore, only repeat here what I wrote on this subject in 1846 and 1850, when our present System of Education was inaugurated. I said:—

"To perform the duty of Inspector with any degree of efficiency, the Inspector should be acquainted with the best modes of teaching every department of an English School, and be able to explain and exemplify them. It is, of course, the Inspector's duty to witness the modes of teaching adopted by the Teacher, but he should do something more. He should, some part of the time, be an actor as well as spectator. To do so he must keep pace with the progress of the Science of Teaching. Every man who has to do with Schools, ought to make himself master of the best modes of conducting them in all the details of arrangement, instruction, and discipline. A man commits a wrong against Teachers, against children, and against the interests of School Education, who seeks the office of Inspector without being qualified and able to fulfil all its functions. In respect to the manner of performing the visitorial part of the Inspectors's duties, I repeat the suggestions which I made in my Circular to Local Superintendents of Schools, in December, 1846. They are as follows:—

Your own inspection of the Schools must be chiefly relied upon as the basis of your judgement, and the source of your information, as to the character and methods of School instruction, discipline, management, accommodations, etcetera: and on this subject, we ought not to content ourselves with exterior and general facts. . . . . But it is not of less importance to know the interior regime of the Schools,—the aptitude, the zeal, the deportment of the Teachers,—their relations with the Pupils, the Trustees and the neighbourhood,—the progress and attainments of the Pupils, and in a word, the whole moral and social character and results of the instruction given, as far as can be ascertained. Such information cannot be acquired from reports and statistical tables; it can only be obtained by special visits, and by personal conversation and observation,—by an examination of the several Classes, in their different branches of Study; so as to enable you to ascertain the degree and efficiency of the instruction imparted.

### *The Great Value of Inspection to Public Schools.*

"The importance of the question of Public School Inspection," remarks the *English Journal of Education*, "is much broader and deeper than at first sight appears. The history of that laborious transition which has occurred, first, from contented ignorance to discontent with ignorance, and then to strivings after intelligence, and attempts at education, fructifying in a very general effort to make Schools efficient, discloses to the

practical observer, one gangrenous obstacle attaching to the whole progress of the movement, videlicet, a morbid desire to screen and pilliate defects. We believe far less hindrance to Education has arisen from the badness of Schools, than from the folly of cloaking their badness. This jealousy of criticism has been exhibited greatly in proportion to the reputation of the School. It has always been found that an Inspector may, with much less chance of evoking the wrath of the Managers, denounce a bad School in wholesale terms than he can insinuate a blemish, or hint a blot, in one which "has a name." It may be said that this is very natural, as no one likes the criticism of that which has obtained him credit, and ministered to his *amour propre;* but natural as this may be, it is not the less injurious to the progress of Education. The very best School is capable of improvement; and as the real value of a School is generally overrated, and its defects are more easily veiled than those of any other object of equal importance, it is greatly to be lamented that this intolerance of criticism should pit itself against the obvious means of improvement which skilled inspection affords. We repeat, that if it stops short of a full and faithful exposure of every fault and defect in the matter and methods of instruction, it betrays its trust, and falls short of its imperative duty. So far from there being ground for complaint of the censoriousness of Inspectors of Schools, whether local, or governmental, proofs abound that they far oftener sin in being too mealy-mouthed, and in winking at defects they deem it ungracious, or impolitic, to expose. Education is by no means in need of such delicate handling. It is far from being a flame easily extinguished by the breath of censorship. On the contrary, nothing tends more directly to feed and nourish it; and Inspectors who have the manliness to set their faces against shams and rote systems, and to 'develop' errors, as well as 'aims,' in their right light, are deserving of the hearty thanks and support of every man who wishes Education to be a reality, and a thorough mind-training in the duties and subjects essential for practical life. There are two ways of inspecting Schools; one is to praise the Teachers and please the Managers; the other is to benefit the Scholars and improve the Schools. It will but seldom happen that those two courses can coincide. The Inspector must usually take his choice between them, and according to it is he worthy, or unworthy, of his office. We are no advocates of undue harshness, or a spirit of fault finding. He who takes pleasure in blaming, or who fails to apply just censure in kindly, or Christian, terms, is just as wrong as he who, from false lenience, or truckling servility, praises where he ought to blame, or 'winks at faults he trembles to chastise.'

"We firmly believe that the progress of sound teaching is just now more entirely in the hands, and contingent on the faithfulness and courage of Inspectors of Schools, than on any other human agency. None, so well as professional and experienced Examiners, can detect glosses, extinguish effete systems, substitute right ones, or invert the pyramid now tottering on its apex. Those who, chafing under the wholesome correction of their own Schools, absorbed by the sense of personal grievance, and forgetting what is due to the great behests and eternal aims of Education, rail at the remedy, and attack the physician instead of the disease, are the real obstructives to the cause of sound secular and availing Religious instruction."

## XIV.—Miscellaneous Provisions of the New School Act.

Among the miscellaneous provisions of the new School Act, we might enumerate the following:—

1. Section 16 authorizes Trustees, or any five Ratepayers, to appeal to the County Council against the act, past, or present, of a Township Council, in forming or altering their School Section.

2. The 17th Section of the new School Law provides a remedy for difficulties which have been experienced in many School Sections in obtaining a Site for a School House. This provision is a simplification of what is provided by Law, in similar cases, in laying out public highways. A corresponding provision exists in the new School Law of England, and the laws of Quebec, Massachusetts, Michigan, New Hampshire and elsewhere.

3. Section 20 authorizes Trustees to erect a Teacher's Residence, if they desire to do so.

4. Section 22 authorizes a Trustee, equally with their Secretary, to call School Trustees' Meetings.

5. Sections 25 and 26 relate to the enlarged powers conferred upon Arbitrators under the School Law; and Section 27 abolishes Arbitrations between Trustees and Teachers in regard to Salary, etcetera.

6. Section 28 remedies a defect in the provision of the Law in regard to appeals by the Chief Superintendent against the decisions of County Judges in School matters.

7. Section 29 declares that the Summer Vacations in the Public Schools shall be one month, from the 15th of July to the 15th of August, both inclusive; and Section

44 declares that the Summer Vacations in High Schools shall be from the 1st of July to the 15th of August, inclusive.

8. Section 30 remedies several defects, and supplies some omissions in the School Law. It facilitates the recovery of Fines; enlarges the powers of School Collectors; restores to the outgoing Trustee, (after the 1st of October in each year), all the powers of which the School Law of 1860 deprived him. He has now equal authority with the other Trustees to engage Teachers, etcetera. The Section also prevents Trustees from giving orders to Teachers who are not legally qualified; authorizes the Township Council to correct mistakes in the School Assessor's Roll; (Note.—The 18th Section authorizes the Reeve and School Inspectors to equalize every year the Assessments of Union School Sections). The Section further directs the Inspector to apportion moneys to every School Section within his jurisdiction, whether a School is kept open in it, or not. The object of this provision is,—1st. Not to allow a Section to suffer a loss of its Grant in case the Trustee's Report should fail, from error, or carelessness, or other cause, to reach the Inspector. 2nd. To determine the amount for which Trustees are personally responsible, and for which they can be sued, should they fail to keep open their School during the whole year.

9. Section 31 declares that the Municipal, or Assessment, Act, or any Amendments to them, which shall be in force at the time anything is done under their authority, shall govern Trustees, Collectors, and other School Officers.

10. Section 37 declares that no Public, or High, School shall be entitled to share in the fund applicable to it, unless conducted according to the Regulations provided by Law.

11. Public School Trustees, equally with their Secretary-Treasurer, are now made personally responsible, (Section 46), for their "neglect, or refusal, to account for, or deliver up, when called upon by competent authority to do so" . . . "all School moneys or School Property" which may have come into their hands. They are also required "to exact security from every person to whom they may entrust School money, or other School property, and deposit such security with the Township Council for safe keeping." Failing to do so, they become personally responsible for any loss which may occur in consequence. (Sections 23 and 46). Section 21 relates to Public School Section Accounts, and Section 45 to the audit of the High School Accounts.

*Conclusion.*

I have thus, as Your Excellency will perceive, entered somewhat fully into an exposition and justification of the various new features of our System of Public Instruction, which have been embodied in the "School Law Improvement Act of 1871." I have felt it the more necessary to furnish, once for all, in this Report, the many friends of our School System with the facts and reasonings illustrative of the necessity for the recent changes in our Law, which influenced me in endeavouring to embody in our School Law, certain great principles which underlie, and are common to, every really comprehensive System of National Education. In fact, no intelligent Person can carefully read over the extracts which I have given of the views and proceedings of Educationists in other Countries without coming to the conclusion, that, to have done less than we have done, would be to place this Province in the rear, rather than abreast, of other educating Countries. They would have felt that I should have been recreant to my duty had I failed to strongly press upon the Government and Legislature, the necessity of giving their highest sanction to the recommendations which I had made with a view to improve the School Law of this Province,—recommendations which were founded, (as I have shown in this Report), upon the knowledge and experience of the most accomplished Educationists of the present day.

After twenty-seven years' service in promoting what I believed to be the best interests of our School System, I am more than ever profoundly impressed with the conviction of the correctness of the views on these subjects which I expressed in my preliminary Report on a System of Public Instruction for Upper Canada, which I submitted to the Government in 1846. It has been the purpose and aim of my life, since I assumed the direction of the Education Department, to give practical effect to these views, and, with the Divine favour, to secure and perpetuate to my native Country, the inestimable blessings of a free, comprehensive, Christian education for every child in the land.

Toronto, November, 1871. Egerton Ryerson.

NOTE. Having completed this draft of Report, I wrote the following Letter to Doctor Ryerson, who was still at his Island Home.

I have now finished the Draft of your Annual Report. I have made it, as far as possible, both an "Exposition and a Defence" of our recent School Legislation.

If approved by you and reprinted, it would be well to give it, (if reprinted), this title:—"The new School Law of 1871 explained, [or illustrated]. Reprinted from the Report of the Chief Superintendent of Education for 1870."

I have sought to dovetail your own expositions and explanations with words of my own, and have largely illustrated them from outside sources. I trust that it will accomplish the object aimed at.

I have revised the half-yearly School Trustee Returns, so as to get in it the names of all of the children in the Section who are not attending School. I have stated in a note on the Return, that the Trustees can employ their own Collector, or some other person, to get the desired information. I have also re-modelled the Inspectors' Annual Report, but this can remain for your approval until your return.

The Roman Catholic Archbishop sent to-day for your Book on "Christian Morals," as, in the notice of the Meeting of the Council of Public Instruction, he saw that it was to be approved. I got Mr. Marling to say in a note to him, that the Book was only designed for Public Schools, and that it could not be used in a School if any Parent, or Guardian, were opposed to it. I do not think he can reasonably object to a single line in it.

I see "good times" ahead for this Province. The new School Law is most comprehensive and far reaching. It will silently effect a revolution in our Schools and system of Education.

TORONTO, November 4th, 1871. J. GEORGE HODGINS.

TELEGRAM FROM DOCTOR RYERSON TO J. GEORGE HODGINS.

Education Report excellent; also blank forms of Reports for Inspectors. Words of Ten Commandments in Book on Christian Morals as objected to by Doctor Jennings, are conformed to those in the Authorized Version.

PORT ROWAN, November 6th, 1871. EGERTON RYERSON.

## APPENDIX TO VOLUME TWENTY-TWO.

### Report of the Historiographer of the Education Department to the Honourable R. A. Pyne, M.D., LL.D., Minister of Education.

I have this year completed the Twentieth Volume of the Documentary History of Education in Upper Canada, from 1791 down to the year 1869.

Among the hundreds of original official, and semi-official Documents in these Volumes, there are quite a number of interesting and valuable ones,—some of them quite rare,—relating to the early records of Education in this Province.

It is interesting to know, (so far as I am aware), that this Province, and the Empire of Germany, are the only two Countries which publish a connected narrative of the History and Progress of Education.

In order to satisfy myself on this subject, so far as the United States were concerned, I corresponded with the various Historical Societies in that Country. From the replies which I have received I have learned that, although some of these Societies are most generously subsidized by the State Government, yet none of them have devoted any special attention to historical educational subjects, except by way of biographical sketches of noted Educators, or Educationists.

It is true that the United States Commissioner of Education in his Annual Reports gives an extended, and most interesting, summary of the year's transactions in each of the States, and in foreign Countries, yet, in such records, there is nothing of a connected historical character.

In some respects these elaborate and invaluable systematized Reports, issued yearly by the United States Commissioner of Education in Washington, may be considered as a somewhat condensed and composite annual History of Education in all civilized Countries. It must, necessarily, in regard to special local Educational History, be brief and general, and, to a certain extent, fragmentary,—while our Documentary History deals fully with the subject, and is chronologically consecutive.

Some time since the English Department of Education adopted the United States system of issuing Annual Volumes on general and specific educational topics, rather than historical accounts of Education in various Countries.

Should a Dominion Bureau of Education be established, as suggested to Sir John Macdonald by the Reverend Doctor Ryerson at the Confederation of 1867, the United States, and latterly by the English system of issuing detailed accounts, and abridged sketches of Education in the various Provinces, and other places, would likely be adopted, and an effort would, doubtless, then be made of seeking to harmonize our Canadian system of Education, without in anywise interfering with the local administration of their Educational system in the several Provinces and Territories of the Dominion.

In one of his Reports, the United States Commissioner mentions that Germany has published two unique collections of Volumes of German Educational History of special interest. The publication of this valuable collection has been secured by a subsidy from the Imperial Exchequer, by a vote of the Reichstag, likewise by substantial aid from the Prussian Department of Public Instruction, as well as by the German National Teachers' Association.

A Writer in the Commissioners' Report thus points out a distinction between the two methods of dealing with the History of Education;—the second of which I have invariably followed. He says:—

"Among the methods of presenting the History of Education, there are two distinct, if not antagonistic ones; the one deals exclusively, or chiefly, with the theories, or schemes of Education, which have been advanced and discussed by philosophic writers,

and have occupied the attention of the educational world. . . . The other method deals exclusively with facts, taken from documentary sources, from Government Laws or Decrees, from School Programmes and Regulations, and from Records of Progress. . . . . ." It is the *Quellen Studium*, study of original sources, which is emphasized by modern scholars generally.

"It is the method which is adopted by modern historians, and is in accordance with the methods applied in teaching Natural History and Science. This mode of procedure, —the study of original historical sources,—has been taken hold of by educational, as well as by other students of history."

In this Documentary History I have in each Volume, dealt with each subject specifically, and, to a certain extent, separately, the Common Schools, the Grammar Schools, and the Colleges, etcetera.

In regard to the Common, (afterwards designated by Act of Parliament Public), Schools, I have traced their history chronologically from their first establishment by Act of Parliament in 1816.

It is true that, up to that time, a few good private Schools were established in Toronto, Niagara, Kingston, and other Towns, as noted by Mr. Gourlay, in his "Statistical Account of Upper Canada." And, in 1815, a number of persons in England, under the auspices of a "Society for Promoting the Education of the Poor, in Upper and Lower Canada," collected sums of money for this purpose. These funds were entrusted to a Society formed in Kingston and designated "The Midland School Society," and an Act was passed in that year to authorize that Society to establish Schools in that District. In the following year, however, (1816), a general Common School Law was passed, which gave quite an impetus to the Educational movement.

On the passage of this first Common School Act of 1816, quite a number of Schools were established in the various Counties, as recorded by Mr. Gourlay in his Statistical Volume. Some of these Schools were of a highly practical character, such as those in the Township of Hope. Mr. W. L. Mackenzie, in his book of "Sketches," thus refers to these Schools:—

"There are two Schools in Hope Township; one for the ordinary branches of Education, and the other, on a larger scale, in which instruction was given to young Girls in knitting, sewing, spinning, making straw and chip hats and bonnets, spinning wool and other useful arts of a like description."

It is a question, that, with all our progress and advancement in popular elementary Education, we have many, if any, of such thoroughly practical and useful Schools in any part of the Province.

In the Act of 1816, providing for the establishment of Common Schools, a Legislative Grant of $24,000 was made to enable the inhabitants to open Schools in the several Districts of the Province, where needed. This sum varied from year to year, and in 1820, another Common School Act was passed, but the Grant was reduced to $10.000.

In 1824, another Common School Act was passed, in which provision was made for five things:—1st, the education of the Indians; 2nd, the establishment of Sunday Schools; 3rd, the distribution of Religious Books and Tracts so as to afford "Moral and Religious Instruction" to the people; 4th, the apportionment of a Provincial Board of Education to Superintend the Schools; and 5th, the Examination of Persons for the office of School Teachers.

The administration of the School Laws was subsequently assigned to the Provincial Secretary, and there continued until the appointment of the Reverend Doctor Ryerson in 1844, who in 1845 and 1846 soon reorganized the whole System of Education. In 1849, an Act was passed, granting one million of acres of land to form a fund for the support of Common Schools.

In that year an unusual and singular episode occurred in connection with School Legislation. A School Bill, having been prepared by the Chief Superintendent of Education and submitted to the Government, was entrusted to the Honourable Malcolm Cameron to bring before the Legislature. He was urged, however, by a friend of his

in the County of Bathurst, which County he represented in the House of Assembly, (this friend was hostile to Doctor Ryerson), and Mr. Cameron substituted his friend's Bill and incorporated in it some of the clauses of the Chief Superintendent's Bill, so as to make it acceptable. The hostile Bill was passed, and was assented to by the Governor-General. As soon as Doctor Ryerson was aware of this, he wrote to Attorney-General Baldwin, expressing his strong objection to the Bill, as containing many ill-advised provisions, and being anti-Christian in its character, and stating, that, should the Bill go into operation, his "office would be placed at the disposal of the Government." Mr. Baldwin expressed his great regret that the burning of the Parliament House, and other matters had prevented him from being able to give attention to the subject; but that, as the Cameron Act did not go into operation until the next year, the Chief Superintendent was to administer the Act and Regulations then in force, until a new Act could be prepared and passed. The Cameron Bill, therefore, never went into operation. It is the only instance, so far as I know, of an Act passed by the Legislature, and having received the Royal Assent, being set aside, and not allowed to go into practical operation by order of the Executive Government.

By direction of Mr. Baldwin, the Chief Superintendent prepared a comprehensive School Bill, which was passed in 1850, and became, as Doctor Ryerson expressed it, "the Charter of the School System of Upper Canada."

The establishment of Grammar Schools, as given in these Volumes, dates as far back as 1797, when the Legislature of Upper Canada memorialized the King to make a Grant of the Crown Lands for the establishment of "Free Grammar Schools, and a College, or University." In reply to this Memorial, the Imperial Government decided to make the terms of the projected Grant much more liberal and extensive than those of the Memorial, and, in the words of the Despatch of the Colonial Minister, in reply, the Grant was made "for Free Grammar School in each District, and, in due course of time, for the establishment of other Seminaries of a larger and more comprehensive nature, for the promotion of religious and moral learning, and the study of the Arts and Sciences."

The Grammar Schools which were established under the authority of an Act of Parliament in 1809, in the terms of this Imperial Grant, were really superior private Schools under a new name. They were in effect, Schools for the children of the higher classes, and were almost solely patronized by them, and official persons.

Another class of very superior Preparatory Schools was established by the United Empire Loyalists in the chief centres of their settlements, such as Kingston, Cornwall, Bath, York, and St. Catharines. The most noted of these was the Bath Academy, taught by the Father of the Honourable M. S. Bidwell; the Grantham Academy at St. Catharines; and the Newburgh Academy. Then the noted School at Cornwall, taught by the Reverend Doctor Strachan, and afterwards the famous "Blue School" in York, taught by the same distinguished man. There had also been a superior private School previously established at York, and was taught by the Father of the Honourable Robert Baldwin; and the London District School taught by the Reverend George Ryerson, who was assisted, as Usher, by his more distinguished brother, the Reverend Egerton Ryerson.

The vicissitudes through which the University Question in Upper Canada has passed, from the time that Governor Simcoe projected a "Church University" in Upper Canada, to the last memorable contest on the question at Quebec in 1860, have been many and varied. The successive details of the history of this prolonged agitation are fully recorded in these Volumes. Through the active agency and efforts of Bishop Strachan, a Royal Charter was granted to King's College, Toronto, in 1827, although the College itself was not opened until 1843, and after Victoria and Queen's Colleges had been established, and were in active operation.

The terms of this Charter of King's College were very unacceptable to the majority of the people of Upper Canada, and led to active efforts to get it recalled, or modified. At length, a Bill to alter the objectionable terms of the Charter was introduced into

the House of Assembly. It was strongly opposed on the ground, among others, that it was "not competent for a Colonial Legislature to alter the terms of a Royal Charter." The objection was overruled, however, and I have given some legal opinions on the subject. Successive efforts were made by the Honourable John A. Macdonald, the Honourable W. H. Draper, and others, to pass Bills on this question, but without success. Attorney-General Baldwin proposed one in 1843, but went out of office soon after it was submitted to the Legislature. He was, however, successful in 1849 with his elaborate Bill to convert King's College into the University of Toronto.

These Volumes contain ample records of the proceedings of various Churches in regard to this University Question. They also contain the Annual Reports of the Toronto University, (so far as I have been able to obtain copies of them), and the outlying Colleges, as well as other educational details of interest and value down to the year 1869.

Your obedient Servant,

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Toronto, 9th December, 1907.

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